DOCUMENT RESUME

ED 293 051 CG 020 699

TITLE Keeping Students in School: A Handbook for Dropout Prevention.
INSTITUTION North Carolina State Dept. of Public Instruction, Raleigh. Div. of Support Programs.
PUB DATE Apr 87
NOTE 130p.
PUB TYPE Guides - General (050)

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS *Dropout Prevention; *Dropout Programs; *Dropouts; Elementary Secondary Education; High Risk Students; Program Development; Resource Materials; State Programs
IDENTIFIERS North Carolina

ABSTRACT

This North Carolina handbook brings together the information needed by local school systems to plan, develop, and implement effective programs to keep students in school. These topics are included: (1) legislation and policy for the implementation of the State Dropout Prevention Fund; (2) program standards and performance indicators; (3) program options; (4) dropout prevention data; (5) funding sources; (6) principles for dropout prevention; (7) a form for plannning programs; (8) a list and discussion of 26 elements of a successful dropout prevention program; (9) the State Dropout Prevention Funds Annual Report Summary 1985-86 and Synopsis of the Statewide Study of the Class of 1981; (10) a list of school, personal, and family characteristics of students who are at risk of dropping out; (11) samples of schools' identification forms and other sample diagnostic instruments for high-risk students; (12) a discussion of major program types for dropouts and potential dropouts (job placement centers, extended school day programs, in-school suspension, transition programs, and counseling the high-risk student); and (13) descriptions, program goals, and key elements of three dropout prevention programs. (ABL)

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KEEPING STUDENTS IN SCHOOL:

A Handbook For Dropout Prevention

DROPOUT PREVENTION SECTION
Division Of Support Programs
Support Services Area
North Carolina
Department Of Public Instruction

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KEEPING STUDENTS IN SCHOOL:

A HANDBOOK FOR DROPOUT PREVENTION

Dropout Prevention Section
Division of Support Programs
Support Services Area
North Carolina Department of Public Instruction

April, 1987

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FOREWORD

The problem of school dropouts is a significant one facing our society. Most often, it severely limits one's options for the future. Concern for keeping young people in school has been growing for a number of years. The increased sensitivity to meet the educational needs of all students and the new demands for education in a technological age have contributed to the heightened awareness of the problem of dropping out.

Dropping out is related to and is the result of the broader, deeper problems facing young people. The issues related to dropping out reach far beyond the school. Whether the problem is undisciplined behavior, academic failure, delinquency, truancy, pregnancy, substance abuse, or family difficulties the solution is the same. The pressing need is to remove all barriers to learning for each high-risk student. Clearly, it is when these obstacles are not removed that students drop out.

Recognizing that dropout prevention is closely linked to the development of the full potential of each individual and to the future well-being of North Carolina, the State Board of Education, Department of Public Instruction and the General Assembly have made dropout prevention a priority. School systems throughout the State are placing a special focus on meeting the needs of students at-risk. A number of outstanding efforts are underway, and nearly all the resources available are being channeled into direct services to potential dropouts. Although we still have much to do, we are proud of the efforts being undertaken in North Carolina to keep our students in school.

Theodore R. Drain
Assistant State Superintendent
Support Services

Introduction

The purpose of this handbook is to bring together in a logical, easily used way the information needed by LEAs to plan, develop, and implement an effective program to keep students in school. Some of the information included is new, and some is not; but the advantage of this handbook is the organization it offers those responsible for dropout prevention.

Background

The percentage of students in this country dropping out of school before graduation has been reduced dramatically from a high of 90% at the beginning of this century to approximately 30%. However, over the past several years concern has grown throughout the country and in North Carolina about the number of students leaving school before graduation.

North Carolina began estimating annually its number of dropouts in the 1970's. Since then, several studies have been conducted which considered various aspects of the problem; and a number of important programs with the goal of dropout prevention have been and are being carried out by the Department of Public Instruction and local school systems. In 1982, statewide attention was focused on dropout prevention at a series of three regional conferences which highlighted outstanding efforts across the state and encouraged leaders in education and others concerned with the problem to work toward reducing dropouts. The Department of Public Instruction established a staff committee to focus its own efforts. At the same time, the Department and the Governor's Crime Commission jointly initiated the Statewide Interagency School Discipline Program to bring together all those concerned with the closely related issue of discipline.

Out of this history and belief in the fundamental importance of preventing dropping out came the recognition of the need for a more comprehensive approach to dropout prevention. In 1982, the State Board of Education adopted dropout prevention as a priority for education in North Carolina. The Board sought and received funding from the Z. Smith Reynolds Foundation which provides the resources needed to work toward making this priority a reality through the coordination of efforts and the development of a model for a comprehensive dropout prevention program. Clearly, North Carolina has undertaken a major effort to meet the goal of keeping our students in school to successfully complete their high school education.

Dropout prevention is an integral part of the Basic Education Program, a plan for excellence and equality in North Carolina's public schools. The $20 million state dropout prevention fund, appropriated by the General Assembly in 1986, provides resources to every school system in the state for services to students at-risk of dropping out. School systems have implemented a wide range of programs to assist these students, including counseling for high-risk students, in-school suspension, extended day, academic remediation, alternative education, job placement centers and transition programs.

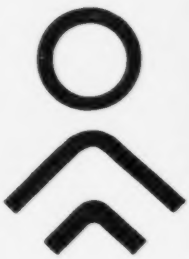
Philosophy

The Statewide Dropout Prevention Program is a program intended to coordinate the extensive and diverse efforts toward dropout prevention and to demonstrate a model for a planned, collaborative, and comprehensive approach to dropout prevention. It is the cumulative effect of these coordinated efforts, not simply this program, that is the greatest hope for reducing the number of dropouts in North Carolina.

The problem of dropping out is more accurately termed a symptom. Dropping out is often the manifestation of broader, deeper problems that have been building over a long period of time. Fundamental issues must be considered and attacked in order to prevent dropping out. Precise causes of dropping out are difficult to identify. Researchers and educators have many differing opinions. Whatever approach is taken must be based on the best judgement of the needs of each child.

School is for everyone. Every student needs to experience success in the learning environment. Unlocking the key for each child opens the opportunity for him or her to reach that full potential. This attitude must be pervasive among teachers, administrators, parents, and students if dropping out is to be prevented. Young people must be encouraged to stay in school. Teaching methodologies must be creative, flexible, and responsive to the needs, values, and learning style of the individual student.

Planning is also an essential component to a successful, comprehensive, coordinated program for dropout prevention. While every community needs a comprehensive system of services, the strategies used to deal with the problem will vary. Many important and effective efforts for dropout prevention are already operating. The need is to coordinate them and initiate further efforts in order to bring to bear all possible resources for the purpose of dropout prevention. Nothing less than a broad human services delivery system, flexible enough to meet the needs of every child, must be developed.



Legislation And Policy For The Implementation Of The State Dropout Prevention Fund

LEGISLATION

General Assembly of North Carolina
1985 Session (Regular Session, 1986)

Ratified Bill
Chapter 1014
House Bill 2055

-----DROPOUT PREVENTION FUNDS

Funds in the amount of nineteen million four hundred nineteen thousand one hundred eighty-one dollars ($19,419,181) are appropriated to the Department of Public Education in Section 2 of this act for dropout prevention in high schools, middle schools, and junior high schools. Of these funds:

(1) The sum of one hundred thirty-five thousand dollars ($135,000) shall be allocated to provide forty-five thousand dollars ($45,000) each to the Haywood, Granville, and Wake County Boards of Education to continue dropout programs in their respective local school administrative units that were previously funded by grants from the Ford Foundation.

(2) The sum of two hundred fifteen thousand dollars ($215,000) shall be allocated to the Department of Public Instruction to administer the dropout program provided that the State Board of Education develops performance standards including the correlates of effective dropout prevention programs and establishes indicators for measuring the effectiveness of programs. The Department of Public Instruction, Liaison Office, shall report on these standards and indicators, by May 1, 1987, to the Joint Legislative Commission on Governmental Operations and the Fiscal Research Division.

(3) Within funds available, the remainder shall be allotted as a dollar allotment for the following purposes:
- One in-school suspension position per high school having grades 9 and 10 or a 12th grade;
- Remainder of funds distributed equitably over the ADM grades 7-12 for dropout prevention programs

These funds may not be used to supplant dropout prevention programs funded from other State or Federal sources other than the Job Training Partnership Act.

POLICY

STATE BOARD OF EDUCATION
DROPOUT PREVENTION PROGRAM
POLICIES AND PROCEDURES

The 1985 General Assembly established the state dropout prevention fund as a part of the Basic Education Program. The intent of the General Assembly is to increase the number and range of services to high-risk students. It is the policy of the State Board of Education that dropout prevention be a part of the educational program of every local education agency. The Board has established the goal of reducing the dropout rate in every local education agency by one-half from 1985 to 1993. The Board authorizes and directs the staff of the Department of Public Education to develop and provide guidelines, standards, informational materials, and programs and in any other appropriate way to support this statewide effort. The following policies and procedures, standards, and program options of the State Board of Education guide the implementation of the state dropout prevention fund. Other guidelines, standards, procedures, and manuals, when approved by the State Board, are incorporated and made a part of this policy as if set forth fully herein.

ADMINISTRATIVE GUIDELINES

1. Funds may be used to support programs and services to high-risk students from the middle grades through grade 12.

2. Each school system shall develop and maintain an identifiable and targeted dropout prevention program. The dropout prevention program should be discrete and goal-oriented and constitute a new initiative to keep students in school.

   Explanation - While coordinating resources is necessary and desirable, providing more of the same basic services and fully mingling dropout prevention resources into existing programs and services was not the intent of the General Assembly and would not achieve the intended goals. High-risk students may be selected from the following categories:

   students with low self-esteem
   habitual absentees/truants
   students experiencing discipline problems
   economically/socially disadvantaged
   students with multiple suspensions/expulsions
   substance abusers
   pregnant students
   low achievers
   students with family history of dropping out
   handicapped students

3. Each LEA shall submit a system-wide plan for dropout prevention annually on forms to be provided by the Department of Public Instruction. The plan shall include a problem statement, objectives, strategies, and the method of evaluation and impact measures to be used.

4. Funds may be used to employ full-time or part-time personnel.

5. Funds may be used to compensate substitute teachers.

6. All personnel must hold State Board of Education certification appropriate for the teaching or student services (counselor, school psychologist, or school social worker) position held.

7. Funds may not be used to support other program costs, such as supplies, travel, or administration.

8. All work of staff employed through dropout prevention funds must directly benefit students at-risk of dropping out. Dropout prevention staff may, however, share proportionately in routine duties carried out by all staff of a school.

9. State dropout prevention funds may not supplant dropout prevention programs funded from other state and federal sources (except Job Training Partnership Act funds).

   In some cases, programs begun with local funds have been shifted to state funds. If three conditions are met, state dropout prevention funds can be used to support the program: 1) the funding was charged to local funds, 2) the number of local positions was not reduced as a result, and 3) this history can be traced clearly for audit purposes. Continued support from the funding sources used previously is encouraged.

10. All positions (average daily membership) which are generated by dropout prevention programs such as extended school day and alternative schools must remain within those programs to provide additional services to high-risk youths.

11. Funds may be used for dropout prevention programs throughout the twelve months of the fiscal year but may not be carried forward to the next fiscal year.

12. Each LEA shall report the following information to the Department of Public Instruction: 1) data on programs implemented through the state dropout prevention fund and 2) status of compliance with the program standards and indicators adopted by the State Board of Education. The Department of Public Instruction will specify data to be reported, provide forms and indicate reporting dates.

Program Standards And Performance Indicators

STANDARDS AND INDICATORS

Standards and performance indicators have been adopted by the State Board of Education to help guide the implementation of state dropout prevention programs. They will be used to determine the performance of local school systems in specific areas of their dropout prevention effort. Each LEA shall be expected to meet the standards for dropout prevention as demonstrated through the related indicators in order to evaluate the program's impact. LEAs may include additional standards and performance indicators to evaluate their overall program performance. The adopted standards include:

A. Provide an alternative to out-of-school suspension by creating a learning and therapeutic environment within the school for students with problems which would normally lead to out-of-school suspension.

Indicator:
- A reduction in the number of out-of-school suspensions from the previous school year.
- A reduction in the number of in-school suspensions from the previous school year.

B. Develop and adopt by the local board of education a system-wide discipline policy incorporating a continuum of approaches to be used in addressing behavior problems.

Indicator:
- A reduction in the number of incidents and referrals to the principal's office for behavior problems from the previous school year.
- Completed copy of the adopted discipline policy (copy to be submitted to state agency).

C. Implement a system, using teachers, counselors, or other appropriate personnel, for early identification of high-risk students, grades K-12, with an emphasis on the early grades, K-3.

Indicator:
- Development and adoption of a system for the identification of high-risk students, kindergarten through grade 12.
- Development and maintenance of a profile of each high-risk student. The profile should include grades, truancy (attendance record), number of retentions and discipline problems (an LEA sample profile and annual report should be submitted to the state agency).

D. Develop and enhance programs and services to identify, assess, and resolve difficulties which may interfere with a student's attendance.

Indicator:
- A reduction in truancy from the previous school year.

E. Establish linkages with community agencies for program support and coordination.

Indicator:

- Development and adoption of written cooperative agreements with at least two community agencies serving high-risk students.
- Collection of data on the number of referrals of individual students to community agencies (results to be submitted to state agency).

DEFINITION OF TERMS

out-of-school suspension - A student is not permitted to attend school or participate in extra-curricular activities for a specified number of days set by the school's administration.

in-school suspension - A student is permitted to attend school, but remains in a restricted environment for a specified number of days set by the school's administration. In-school suspension is an alternative to out-of-school suspension, not to be confused with or used as a detention hall or time-out room.

behavior problem - Any violation of a local school or local board rule, regulation or policy.

referral - A formal citation relative to the violation of a local school or a local board rule, regulation, or policy.

truancy - Once a child has 30 accumulated absences which cannot be justified under the established attendance policies of the local school board, he is deemed truant.

discipline policy - A guideline established by a local board or a local school which sets appropriate standards of behavior and consequences for violation.

community agency - An institution providing assistance to citizens (Mental Health, Social Services, Employment Security).

high-risk - A targeted student population group exhibiting characteristics that would categorize them as having a high probability of not completing their high school education.

NOTE: All indicators and standards should only be applied to local education agencies.

Program Options

A wide range of programs for dropout prevention is needed within every school system and community to complement the quality educational programs available to all students. Listed below are the types of programs which may be funded through state dropout prevention funds. Within these general options, the specific programs to be implemented will be determined by each local school system based on an assessment of needs and local priorities. Local programs may include components of one or more of these options, but every school system is encouraged to develop programs which can most effectively meet local needs.

A. In-School Suspension Programs

In-school suspension programs provide alternatives for students whose behavior is disruptive and could result in suspension or expulsion. The programs focus on reduction of disruptive behavior and provide classroom instruction as well as counseling.

B. Counseling for High-Risk Students

Counseling for high-risk students focuses the skills of counselors on preventing and alleviating the problems facing students which can lead to dropping out. Counselors identify high-risk students and follow up to assure that needed services are provided.

C. Extended School Day Programs

Extended school day programs are an extension of the conventional high school program designed to meet the particular learning needs and styles of dropouts and potential dropouts and offer them an alternative program for completing their high school education. Meeting in afternoon and evening hours, they offer flexibility in curriculum, scheduling, and teaching methods.

D. Job Placement Specialists

Job placement specialists provide potential dropouts with counseling, remediation, job preparation, and placement services designed to meet their individual needs. In the 1986-87 school year, state funds are available for a half-time job placement specialist in every high school.

E. Transition Programs

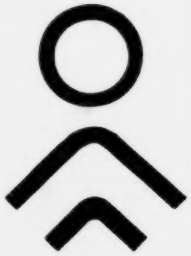
Transition programs provide handicapped students and other potential dropouts with services that assist them in moving from school to the work environment and are designed to provide them with skills necessary to compete in today's society.

F. Special Programs for High-Risk Students

Special programs for high-risk students are designed to meet particular local needs and priorities. The basic requirement of each program is that its primary goal be keeping students in school. Among the types of programs that may be funded are:

- academic remediation for high-risk students
- alternative schools
- school-within-a-school
- early identification and intervention programs

- Other programs that serve groups of high-risk students, such as the handicapped, single parents, offenders, substance abusers, or pregnant students and provide special services such as school social work or school psychology services to high-risk students.



Dropout Prevention Data

ESTIMATE BY STATE OF 1983-84
GRADUATION RATE AND RANK

State	Percentage Rank	Rate	State	Percentage Rank	Rate
Alabama	61.2	49	Missouri	76.2	18
Alaska	74.7	25	Montana	82.1	8
Arizona	64.6	41	Nebraska	86.3	2
Arkansas	75.2	22	Nevada	66.5	40
California	63.2	44	New Hampshire	75.2	22
Colorado	75.4	21	New Jersey	77.7	14
Connecticut	79.1	11	New Mexico	71.0	35
Delaware	71.1	34	New York	62.2	47
Dist. of Columbia	55.2	51	North Carolina	69.3	37
Florida	62.2	47	North Dakota	86.3	2
Georgia	63.1	45	Ohio	80.0	10
Hawaii	73.2	30	Oklahoma	73.1	31
Idaho	75.8	20	Oregon	73.9	29
Illinois	74.5	27	Pennsylvania	77.2	15
Indiana	77.0	17	Rhode Island	68.7	38
Iowa	86.0	4	South Carolina	64.5	43
Kansas	81.7	9	South Dakota	85.5	5
Kentucky	68.4	39	Tennessee	70.5	36
Louisiana	56.7	50	Texas	64.6	41
Maine	77.2	15	Utah	78.7	12
Maryland	77.8	13	Vermont	83.1	7
Massachusetts	74.3	28	Virginia	74.7	25
Michigan	72.2	33	Washington	75.1	24
Minnesota	89.3	1	West Virginia	73.1	31
Mississippi	62.4	46	Wisconsin	84.5	6
			Wyoming	76.0	19
			U.S. Average	70.9	

Source: U.S. Department of Education
Office of Planning, Budget, and Evaluation
Planning and Evaluation Service
January, 1985

Funding Sources

FUNDING SOURCES

A variety of funding sources are available for use in local school systems for the purpose of dropout prevention. In light of the increase in the number and range of services to high-risk students it is important that school systems utilize all the resources at their disposal. Several funding sources for services to high-risk students are listed below. Additional information regarding these funding sources may be obtained by contacting:

North Carolina Department of Public Instruction
Division of Support Programs
116 W. Edenton Street
Raleigh, North Carolina 27603-1712
Phone: (919) 733-6286

STATE DROPOUT PREVENTION FUND

I. The North Carolina General Assembly established the State dropout prevention fund, allocating $15 million for 1985-86 and $20 million for 1986-87 for direct services to students.

JOB TRAINING PARTNERSHIP ACT

II. Funds may be used to support critical services to economically disadvantaged students who are at-risk of dropping out. Some of the programs are operated through the Department of Public Instruction directly, others are funded directly by the Job Training Partnership Act service delivery areas.

COMMUNITY-BASED ALTERNATIVES

III. Funds are available to the 100 counties through the Department of Human Resources. Allocations are made on a formula basis to provide support for juvenile justice initiatives.

JUVENILE JUSTICE AND DELINQUENCY PREVENTION ACT

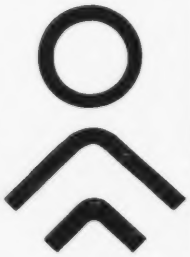
IV. North Carolina receives $980,000 annually for the prevention of delinquency and improvement of the justice system. Money is allocated to fund 18 projects from $10,000-$50,000 for 1-2 years. Projects are awarded on a competitive basis with the emphasis on innovation.

PRIVATE FOUNDATIONS

V. Z. Smith Reynolds and the Edna McConnell Clark Foundations have demonstrated their support to dropout prevention by providing funds to develop models for school and community cooperation.

OTHER

VI. This category of funding includes average daily membership, local funds, chapter I, and migrant education; all of which may be used for dropout prevention.



Principles For Dropout Prevention

School Is For Everyone

School is for everyone. Teachers, school administrators, parents, the community and, perhaps most important, the students themselves must come to expect students to stay in school until the school program is successfully completed. It is a matter of an attitude which assumes that schools must welcome all students and seek to provide a meaningful, productive, and appropriate program of study for each of them.

Every Student Should Have Opportunities For Success In School

The problem of dropping out may be termed more accurately a symptom. Dropping out is related to and is the result of the broader, deeper problems facing young people. Whether termed dropping out, school discipline, academic failure, delinquency, teen pregnancy, substance abuse, or family difficulties; the problems, their origins, and the answers are similar. The need is to remove whatever hurdles are hindering learning for that particular student, for it is when these obstacles are not removed that the students drops out.

Keeping Students In School Requires Addressing the Broad Range of Problems Facing Young People

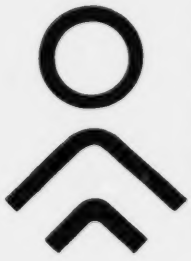
No one single theory or program is the answer for dropout prevention. The needs of students and the approaches to which they respond vary. And often what is best for all students is what is best for potential dropouts too. There are many excellent efforts that contribute significantly to keeping students in school going on right now in North Carolina. Some are designed for that purpose specifically; for others, the contribution is indirect. Programs are needed at all grade levels, both in school and in the community, for prevention and intervention where problems have arisen. These programs must be supported, and other needed efforts must be initiated. This comprehensive approach requires careful planning. The outcome can be a sum much greater than the parts.

All Educators -- Teachers, Student Services Staff, and Others -- as Well as the Community Must Work Cooperatively to Reach the Goal of Dropout Prevention

School cannot do the job alone. The issues and problems related to dropping out reach far beyond the school. Only by bringing together educators, human services professionals, government and business leaders, and other concerned members of the community to work cooperatively can dropout prevention efforts be effective. Building a system for service delivery is essential. Working together <u>can</u> make a difference.

A Planned, Comprehensive Approach Creates a Successful Dropout Prevention Effort

The Statewide Dropout Prevention Coordination Program is North Carolina's effort to recognize and link for concerted effort the many people and activities that together can keep young people in school. The program is designed to develop this partnership of all those concerned to work together to prevent dropping out and to provide the opportunity for all students to reach their full potential in public education. Two concepts distinguish the program: cooperation and comprehensiveness. The Statewide Dropout Prevention Coordination Program encourages collaboration of people of many different perspectives, talents, and professions to meet the needs of young people. It recognizes that dropping out is a complex issue that demands the implementation of a broad and varied range of strategies to deal with it.



Planning Document

PLAN FOR DROPOUT PREVENTION

Fiscal Year 19__-__

LEA_____ Date_____

Address_____ Allocation of state dropout prevention funds____ ____

_____

_____

Dropout Prevention Coordinator_____

Title_____

Address_____

_____

_____

Signature of Superintendent

_____

Date_____

Signature of Dropout Prevention Coordinator

_____

Date_____

INTRODUCTION

The purpose of this planning document is to assist local school systems in developing a comprehensive plan for dropout prevention. Through planning and collaboration, the resources of people and funding can be used with the maximum benefit to high-risk students. The document's intent is to implement a full range of services designed to accomplish the goal of keeping students in school to successfully complete the high school program.

This plan should reflect the use of state dropout prevention funds, Job Training Partnership Act funds, any other funds that are anticipated to be used during the upcoming fiscal year, and other efforts which do not require funding. It should address programs and services considered by the school system to be directly related to dropout prevention.

This planning process is a logical progression of thought leading to action steps. Beyond this basic process, school systems may find it useful to include additional planning steps or information. The process is most effective when all who will implement the plan are involved in its development.

Each school system is asked to develop a plan and to return two (2) copies by January 5, 1987 to:

Ms. Anne Bryan, Assistant Director
for Dropout Prevention
Division of Support Programs
Department of Public Instruction
116 West Edenton Street
Raleigh, North Carolina 27603-1712

Dennis O. Davis, Director
Division of Support Programs
Department of Public Instruction
Raleigh, North Carolina

1. Problem Statement and Needs Assessment:

Please describe the problem as it affects the school system and community. Since dropping out is a symptom of other problems, consider the related factors in the description. Use data whenever possible. In addition to discussing the problem areas, also describe the strengths of the school system and the community that can be brought to bear.

2. Objectives:

From the problem statement, determine objectives to be attained during the upcoming year. These objectives should be stated in measurable terms. They should have specified beginning and ending dates. Depending on the scope of the objectives set, it may be important to set priorities for action among them. (Some school systems may find it useful to develop broad goals prior to identifying more specific objectives.)

3. Strategies:

The strategies identified for implementation during the coming year should reflect the objectives. The strategies are individual approaches and programs that together comprise the dropout prevention program. They may be already in existence or new programs. They should include any community efforts working with the schools to keep students in school. They should be concrete and specific. For each strategy, please include:

- Brief descriptor
- Target group(s)
- Site(s) and grade level(s)
- Number to be served
- Number of staff
- Sources of funding and budget -- consider staffing, physical facilities, and materials needed
- Accountability -- what individual or group is responsible by what date
- Outcome measures -- what outcomes are desired and what measurable criteria will be used to determine success

In addition to other services and activities, the list of strategies should include identification of high-risk students, collection of data for dropouts and high-risk students, staff development, and public information.

A form is provided on which this information may be listed. A separate form should be used for each of the school system's objectives.

4. Evaluation Design:

Describe the way in which the outcome of the objectives of the dropout prevention plan will be evaluated. The design may make use of the outcome measures for each strategy in determining the plan's overall result. What data will be used? To whom will the results be reported? How will the results be reported? Following are basic performance indicators which should be used in addition to any other measures which the school system chooses:

- Reduction in dropout rate
- Characteristics of dropouts and reasons for dropping out
- Increase in number of dropouts who return to school
- Reduction in unexcused absence rate
- Reduction in non-promotions
- Reduction in number of courses failed
- Reduction in discipline problems as measured by numbers of:
  - in-school suspensions
  - out-of-school suspensions
  - expulsions
- Improvement in achievement test scores
- Improvement in grades
- Improvement in self-concept
- Increase in participation in extra-curricular activities
- Improvement in attitude toward school

School systems should collect appropriate data system-wide to show the impact over time of more effective approaches for high-risk students. Outcome measures are also needed from special programs and services for high-risk students. Although it may not be feasible to have all indicators during the first plan year, steps should be taken to gather the full range of data at the earliest possible time.

OBJECTIVE _____ :

Strategy	Target Group	Site(s) and grade level(s)	No. served	No. staff	Funding Source	Funding Budget	Accountability Who?	Accountability When?	Outcome Measures

STATE DROPOUT PREVENTION FUNDS

Please provide the following information about the planned use of state dropout prevention funds only.*

Allocation of Resources

Please indicate the amount of funding expected to be used in each program.

$_____$ In-school suspension

_____ Counseling for high-risk students

_____ Extended school day

_____ Alternative education

_____ Academic remediation

_____ Job placement counselor

_____ Transition

_____ Other (please specify) _____

_____ Other (please specify) _____

$_____$ Total

_____ Total Allocation (Total funds expected to be used should equal the total allocation)

Assurances

Please check each item to indicate compliance with law and state policy.

___ Programs will operate in middle school, junior high, or high school only (grades 4-12)

___ All personnel employed have certification appropriate to their positions as either teachers, counselors, school psychologists, or school social workers.

___ All funds are being used to provide salaries and benefits in direct services.

___ All funds are being used within the eligible program types.

___ Funds do not supplant state or federal funds (other than Job Training Partnership Act funds).

* This fund should include the one-half Job Placement Counselor Position in each high school.

EXTENDED SCHOOL DAY PROGRAM DATA

(To be completed by all school systems with extended school day programs)

_____ Actual enrollment for '86-'87 school year as counted for '86-'87 Average Daily Membership (ADM) report

_____ Projected additional number of students to be enrolled through June 30, 1987.

_____ Number of ADM positions for '86-'87.

_____ Number of vocational months of employment for '86-'87.

_____ Projected number of students to be served in '87-'88 school year.

_____ Projected number of ADM positions for '87-'88.

_____ Projected number of vocational months of employment for '87-'88.

SAMPLE STATEMENTS FOR A LOCAL DROPOUT PREVENTION PLAN

NOTE: Every school system's plan for dropout prevention will be -- and should be -- different. What is included in a system's plan depends on local need, interest, and creativity. In carrying out their planning processes, however, LEAs may find it useful to refer to examples. The following samples are in no way intended to limit the discretion of LEAs but rather to spur further thinking about approaches to dropout prevention that may be useful in each community.

I. Problem Statement and Needs Assessment

_____ County Schools is a school system comprised of approximately 7,000 students, located in Region ___ of North Carolina. A review of the school system's dropout rate since 1978 indicates a wide degree of fluctuation. In 1978-79, the school system's dropout rate was 7.7%, while in 1982-83, the dropout average fell to 6.4%. Of significance, the projected dropout rate (SDPI figures) for the 1983-84 school year was 7.0%. Thus, while the dropout rate did show some decline since 1978, there are indications that the number of students dropping out of school is on the rise in _____ County.

_____ County can be described as a county in transition. For many years the county was primarily an agricultural county; the vast majority of employment opportunities centered around agriculture. In recent years, there have been a number of significant changes in this employment pattern.

The growth of business and industry has resulted in numerous changes for the people of _____ County. Ninety percent (90%) of all existing business and industry has located in _____ County within the past five years. As a result, the employment opportunities for citizens have changed from agriculture to blue- and white-collar types of employment. Clearly the changes which have occurred, employment-wise, dictate the importance of graduating from high school.

With the growth of business and industry, there has come a corresponding demand from the local school system to improve the dropout situation. Many industrial employers have repeatedly encouraged the school system to do everything possible to keep students in school. Community, business, and industry leaders in Region ___ have rated leaving high school before graduation to be the most serious problem they face with area employees.

Test score results of the county's schools show a positive correlation between attendance and achievement. Those students with higher achievement scores tend to miss school less frequently; conversely, those students with lower achievement test scores tend to miss school at a greater rate. And finally, those students who dropped out of school tended to have the lowest achievement scores of all groups analyzed. Of further significance, these trends appear to begin to take place in the elementary grades and are rarely altered as students progress through the system. In other words, achievement and attendance patterns of potential dropouts can be traced to student performance as early as first or second grade.

The data gathered from school records, dropout statistics, juvenile court records, human services data, region ___ surveys, and employer input indicate that solving the dropout problem in _____ County is a high priority item. Examples of this data include the following:

1. The percent of youth in _____ County aged 16-19 who are not high school graduates and are not enrolled in school is 18.7.

2. The percent of adults aged 25 and over who are high school graduates is 44.39, considerably below the national average of 66.5.

3. The percent of adults aged 25 and over with less than an eighth-grade education is 25.78, ranking _____ County 16th out of 100 in this category.

4. The total non-promotion rate in the school system, all grades, for 1983-84 was 7.68%, ranking _____ County 26th out of 100 counties. (The percent of children not promoted from grade one that same year was 13.04, giving the county a rank of 17th out of 100 counties.)

5. A total of 19.93% of children live in poverty (as compared to 16% nationally).

6. Over seventy-four percent (74%) of school age children have mothers in the labor force.

7. _____ County had 6.62 arrests of juveniles ages 10-15 per 1,000 juveniles during 1983.

8. Regarding infant mortality rate, there were 14.9 deaths per 1,000 live births in 1982 (as compared to 10.9 nationally).

Solving the dropout issue must begin in the elementary grades and must be based on clearly defined, specific strategies. In cooperative discussions between _____ County Schools personnel and representatives from various community agencies and groups, it has become apparent that attendance and dropout problems are of mutual concern. Dropping out is clearly a community problem. In addition, the entire membership of the Dropout Prevention Task Force believes that those programs, activities, attitudes, and teaching strategies which will benefit the potential dropout will also be in the best interests of all children in the school system.

The Dropout Prevention Task Force has made a thorough assessment of _____ County, both school and community, to determine strengths and problems as they relate to the dropout issue and to the school population as a whole. The following gives a breakdown of those strengths and problems as they have been grouped into major categories:

Strengths

1. Involvement of community agencies/groups

   a. inter-agency council
   b. area mental health program
   c. social services support
   d. vocational rehabilitation programs for secondary students
   e. summer work program
   f. community industrial club
   g. community athletic program (year-round)
   h. scouting programs
   i. 4-H
   j. supportive media

2. Involvement of school-related groups

   a. board of education
   b. State Department of Public Instruction network
   c. school advisory councils
   d. parent-teacher organizations
   e. active principals' organizations
   f. Community Schools Program

3. On-going school programs/services

   a. cooperative vocational educational programs, i.e., ICT, DE, AG, Co-op and other vocational programs, grades 9-12
   b. pre-school kindergarten screening
   c. JTPA project
   d. assertive discipline
   e. in-school suspension programs
   f. guidance services in all schools
   g. attendance counselor
   h. capable, dedicated school personnel
   i. teacher aides in K-3 classrooms
   j. staff development activities for all school personnel
   k. strong support of superintendent and central office staff
   l. coordinator for dropout prevention
   m. state remediation program
   n. alternative educational placements through exceptional children's program

Problems

1. Lack of involvement/services of community agencies/groups. Need for

   a. more frequent inter-agency contacts especially social services and mental health
   b. transportation for students for receiving outside services
   c. improved communication with business and industry
   d. increased number of organized activities in the community for youth of all ages
   e. endowment for school system by business and industry

2. Lack of school-related services in the areas of

   a. communication

      (1) with parents related to services/programs
      (2) between teachers and representatives of outside agencies
      (3) with parents on a variety of topics, i.e., latch-key children, importance of school attendance, helping children at home
      (4) between schools and central office staff, especially teachers and supervisors
      (5) with minority groups and/or their representatives

   b. coordination

      (1) of volunteer programs
      (2) of efforts to create unity between the northern and southern school communities of the county
      (3) of services in the schools provided by outside agency representatives

   c. staff development/awareness

      (1) for teachers and other school personnel especially in the areas of teaching/learning styles, improving classroom environment, identifying and meeting the needs of high-risk students, classroom counseling techniques, reducing teacher stress and improving teacher attitude, and teaching values
      (2) for all school personnel as they emphasize decreasing absenteeism of students and staff
      (3) for all school personnel as the need for innovation and creativity is emphasized
      (4) for administrators as they emphasize equity in class loads, extra responsibilities, planning time, lunchroom duty, homeroom responsibilities, etc.

d. expansion

(1) of psychological and health services for all students
(2) of cultural arts and intramural programs, K-12
(3) of collection system for dropout data

3. lack of or need for stronger school programs/services

a. vocational programs

(1) career awareness/exploratory programs at earlier grade levels
(2) expansion and update of present high school vocational courses
(3) expanded vocational guidance

b. other programs

(1) alternative educational programs for high-risk students
(2) more conformity of curricular and extra-curricular offerings among schools
(3) more comprehensive homebound services
(4) tutoring/remediation programs
(5) expansion of summer school program
(6) more use of community resources in the classroom

c. facilities/materials/personnel

(1) facilities, tools, materials to improve the academic and extra-curricular program
(2) more space, i.e., conference rooms, in schools for working with high-risk students
(3) more aides, especially in the middle grades

d. discipline/behavior

(1) stronger, more consistent assertive discipline program
(2) improvement in ISS program, specifically guidelines for its use
(3) reward/incentive system for students and uniformity among teachers in a school as they use it

e. promotion/retention/grading

(1) conformity of promotion/retention standards
(2) system for development of an educational plan for each child who is retained
(3) increased understanding of and consistency in use of the grading system by teachers

II. Objectives

- To develop a system for early identification and attention to the needs of high-risk students
- To provide staff development for all school personnel
- To develop a system for collection, organization, and maintenance of dropout data
- To improve classroom atmosphere/environment with special attention to management skills and the development of positive student attitudes toward self, work, community, and school
- To improve communication with various school and community groups/ agencies and coordination of activities for dropout prevention
- To develop alternative educational programs to meet needs of all students
- To provide publicity and awareness of the dropout prevention program in school, home, community
- To develop activities for potential dropouts which will be community based but coordinated with the school system
- To develop a system of student incentives to encourage students to stay in school
- To improve student attendance
- To inform parents of high-risk students of supportive services within the school system and community directed toward dropout prevention

III. Strategies

Examples for one sample objective are found on the attached form. Each copy of the form should have the strategies to be used to accomplish one objective. Outcome measures may be a written product, statistical results, or some other way of determining that the strategy has been carried out and the objective accomplished.

IV. Evaluation Design

. Sample indicators for entire LEA:
  - reduction of annual dropout rate from 7% to 6%
  - reduction in out-of-school suspensions by 25% from 1985-86 to 1986-87
  - completion of personal education plan for every student identified as high-risk through early identification form

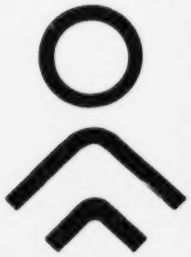
. Sample indicators for special programs and services for high-risk students
  - improvement in self concept as measured by (a standardized or locally designed test of self-esteem)
  - reduction in number of courses failed by 50% for the students in the program from 1985-86 to 1986-87

OBJECTIVE A -- To develop a system of early identification and attention to the needs of potential high-risk students by June 30, 1987

Strategy	Target Group	Site(s) and Grade Level(s)	No. Served	No. Staff	Funding Source	Budget	Accountability Who?	When?	Outcome Measures
Form a committee to develop an instrument to identify potential dropouts	High-risk students	All schools K-12	Estimate 500 to be identified	Existing	Existing Resources		DOP Coord.	9/86	Printed early identification form
Type, duplicate, and distribute form to all faculty							Central Office Sect'y	10/86	Forms available for every teacher
Designate a counselor in each school to develop plan for early identification suitable for each school					Existing Resources: ADM; state dropout funds		DOP Coord.	10/86	Procedure for receiving and processing identification forms in each school
Conduct staff development in use of identification form					LEA staff development funds	$500	Designated school counselors	11/86	Knowledge by teachers of how to use form
Maintain accurate files related to those students referred and the services provided					Existing Resources		Designated school counselors	6/87	Identification of high-risk students and services
Develop method of reporting to teachers, principals, and dropout prevention coordinators the number of referrals, action taken, and results							Designated school counselors	6/87	Evaluation of services and source of dropout data
Ask school-based support teams to suggest resources, techniques, strategies for helping potential dropouts							Guidance Counselor	5/87	Resources, techniques, strategies for working with specific children
Provide individual and/or small group counseling sessions								5/87	Change in student behavior and self-concept

OBJECTIVE A -- continued

Strategy	Target Group	Site(s) and Grade Level(s)	No. Served	No. Staff	Funding Source	Funding Budget	Accountability Who?	Accountability When?	Outcome Measures
Initiate peer counseling at middle and high schools	↓	↓	↓	↓	↓	↓	Guidance Counselor	5/87	Providing high-risk student with someone he/she can relate to and share with
Contact parents for conference to discuss child's problems and possible sources of help							Guidance Counselor	5/87	Parent awareness of existing problems and strategies for helping child at home
With parent permission explore possible services outside the school setting							Guidance Counselor	5/87	Identification of services to help target children
Develop a personal education plan at the end of the school year for each retainee to give direction for the next year.							Classroom Teacher	6/87	Written personal education plan for every retainee



From A To Z: Elements Of A Successful Dropout Prevention Program

FROM A TO Z:
ELEMENTS OF A SUCCESSFUL
DROPOUT PREVENTION PROGRAM

A. Quality program of education that focuses on the positive development of <u>all</u> young people.

Intervention efforts are called for which reflect the complexity and diversity of the problems confronting students at-risk. This may involve modification of previously conditioned attitudes of teachers, parents and students. It may all require structural changes within secondary institutions to provide a more personalized learning environment.

B. High expectations for all students.

High-risk students should be provided with a level of academic challenge appropriate to their needs.

C. Recognition that simply keeping students in school is not enough - school should be a successful experience for all.

Recent research indicates that students' expectations of school success may be a powerful predictor of their educational attainment. Programs that focus on improved attitudes toward school can have an impact in terms of prevention of later dropping out.

D. Efforts to build self-esteem at every opportunity.

LEAs should develop dropout prevention programs that enhance the development of positive self-concepts in young people. Each individual must believe they are lovable, capable, and worthwhile to succeed in life.

E. First priority of preventing problems and second, of alleviating them.

Dropout programs should be designed with the emphasis on prevention. An early identification system could be a means of alerting school personnel to children at-risk of dropping out. Flexibility is necessary in providing alternative educational programs to serve students with special needs, such as teenage parents or those who need/choose to work off-campus for part of the day.

F. System for identifying and following progress of high-risk students.

A useful approach utilizing an early identification system would be the creation of a pool of targeted students. These students would then be categorized as to the degree of their risk of dropping out, as well as the degree of support available to them from family, peers and others. This screening would serve to sensitize teachers and administrators to the need to monitor these individuals and provide the necessary support to ensure that these early warning signs do not turn into full-scale problems.

G. Data collection system for dropouts and high-risk students.

LEAs should collect appropriate data system-wide to show the impact over time of effective approaches for high-risk students. Outcome measures are also needed from special programs and services for high-risk students. Data should include:

(1) the number of dropouts, identifying characteristics and reasons for dropping out;
(2) a review of the literature to develop a more accurate profile of high-risk students.

Suggested indicators should include:

(1) reduction in the dropout rate
(2) reduction in truancy
(3) reduction in non-promotion
(4) reduction in discipline referrals to the principal
(5) reduction in in-school suspension
(6) reduction in out-of-school suspension
(7) reduction in expulsions
(8) improvement in achievement test scores
(9) improvement in grades
(10) improvement in self-concept
(11) improvement in attitude toward school
(12) increase in participation in extra-curricular activities

H. Continuity of assistance for high-risk students.

There is research that suggests that the summer break time from school may be a particularly critical period for high-risk students. Learning is more likely to remain neutral or regress during these months. This may have a negative cumulative effect upon the high-risk student's chance for success in school. Do not pull a child from one program to another to expand this concept.

I. Public awareness and information program - building positive attitudes among parents, community leaders, the public, and students.

The issues and problems related to dropping out reach far beyond the school. A concerted effort must be made by the LEA to inform all the concerned members of the education community as to their role in alleviating the dropout problem.

J. Staff development - enhancing knowledge, skills, and attitudes.

Staff development efforts should be implemented in LEAs to help local school personnel develop and/or refine their skills in effectively conducting the tasks and activities associated with optimum program performance.

K. Demonstration of the school's care and concern to each child.

Flexibility must be inherent in dropout prevention programs that provide non-traditional and individualized learning experiences. In addition, counseling should be provided to demonstrate the care and concern of the school to each student.

L. Opportunities for all students to feel wanted and a part of their school.

Emphasis needs to be placed on changing teacher attitudes and behavior which may be biased toward the low-achieving child. Often overlooked are the intellectually gifted students who are bored with the regular curriculum. Such students may also be at-risk of dropping out, unless their special needs are acknowledged. School is for everyone. All students must be invited to succeed in school.

M. Recognition and reward of accomplishment, interest, and contribution of students in many areas.

There are five (5) basic social needs that must be addressed to ensure programmatic success. They are: (1) need for economic security; (2) need to control; (3) need for recognition; (4) need for personal self-worth; and (5) need to belong.

N. Academic remediation.

Remedial programs should provide a comprehensive instructional program to keep high-risk students in school, identifying and correcting their learning deficiencies in the basic academic skills and providing an introduction to the world of work. Administrators must be sensitive to the negative effects of "grouping" or "tracking" students in a remedial track.

O. Counseling targeted for high-risk students.

The use of counselors and counseling techniques are invaluable to the creation and success of programs for high-risk students. Counseling for high-risk students should focus on the prevention, intervention, and the creation of a therapeutic environment to ameliorate the problems faced by young people. Counselors can also assist in assuring that all students have a purposeful, fulfilling school program planned.

P. Other special support services for high-risk students.

There are a variety of programs available to assist high-risk students; the range includes assistance to pregnant students, alternative classrooms, and visiting teacher programs. Objectives of the programs are to identify, assess, and resolve difficulties which may interfere with a student's attendance, adjustment, and achievement in school.

Q. Positive approach to discipline.

Dropout prevention programs need to ensure that they include the elements necessary to develop those skills which will enable us to provide students with the essential skills and habits for appropriate behavior. A variety of specific positive techniques have been identified in the literature for preventing disruptive behavior. Some are more effective than others; some are more harmful than others. Program coordinators should avail themselves of the wide spectrum of descriptive alternatives in the literature to develop self-discipline among students.

R. Alternative education.

Alternative education programs should provide an individualized learning approach for students at-risk. These programs should create an environment more conducive to learning for capable students who have demonstrated that they cannot make satisfactory progress in the traditional educational environment.

S. Job-related services.

Current research clearly suggests that when work experience is coupled with other critical components of a dropout prevention program, the program can be extremely effective. Job-related services should be made available for high-risk students and actual dropouts who are recruited back to school. Programmatic services such as pre-employment skill development, career exploration, career counseling, and vocational training should be considered in the development of dropout prevention programs. Inherent in all job-related dropout prevention programs is the need to help students see the connection between staying in school and being employed successfully and to make the transition from school to work.

T. Range of special services and programs for particular problems such as substance abuse.

The Alcohol and Drug Defense Program, based in Raleigh, with a program coordinator in each of the eight regional centers, was established to provide assistance to LEAs relative to substance abuse. In addition, there are private institutions throughout the State that provide in-patient and out-patient services to young people who abuse alcohol and drugs. Calling CARE-LINE gives access to the over 10,000 community agencies providing special services to individuals throughout the country.

U. Volunteer support.

An essential component of dropout prevention programs is the involvement of volunteers. There are many talented individuals in every community willing to offer their services to schools. This resource may be used in remedial programs, as speakers, peer counselors, employers, and members of advisory councils, etc.

V. Involvement of parents.

Parental involvement should be an integral part of all dropout prevention programs. Research clearly indicates that successful dropout prevention programs involve all family members. Interventions should be based upon the belief that the participation and cooperation of family members will help to maximize the effectiveness of the programs. Intervention efforts that involve parents and other family members assume that dropout behavior is partly connected to family stresses, attitudes, and parents' educational level, etc.

W. Student participation in dropout prevention--having peers as helpers and providing opportunities for high-risk students to assist others.

Students are easily influenced by their peers. Many innovative efforts can be implemented using this valuable resource. Peer helpers using high-risk students and other students, particularly in counseling programs, have experienced a great deal of success.

X. Ongoing communications with other human services providers.

Open lines of communication should be maintained with other human services providers. Collaboration with community agencies should remain ongoing. These partnerships should be established to prevent dropping out and to provide the opportunity for <u>all</u> students to reach their potential.

Y. Method of referral for other needed services.

LEAs need to develop a network for assuring that students are connected to needed support, within the school system and in the community.

Z. Cooperative efforts of school, community agencies, civic groups, and business and industry.

Cooperative efforts are needed to tap the strengths of all the partners of education. This involves learning each others' resources and building on them. Coordinated efforts, and joint projects including the school system and community agencies, civic groups, and business and industry are ways of marshalling the forces.

Summary Of 1985-86 Annual State Dropout Prevention Funds Report And A Synopsis Of The Statewide Study Of The Class Of 1981

EXECUTIVE SUMMARY

The purpose of this report is to identify the use of dropout prevention funds by local school systems and to define the types of services provided to students. The report includes two parts:

1. A Summary of Funding by Program Type - The chart lists the total amount of funds obligated from state dropout prevention and other program sources to operate the different types of programs.

2. State Dropout Prevention Program Annual Report - The charts list the estimated high school dropout rate in 1985-86 for each local education agency (LEA), the types of programs supported by dropout prevention funds and the numbers of students receiving services.

A review of the data reveals:

- A majority of the funds ($10,271,208) is being used to staff in-school suspension programs.

- The second largest amount ($3,697,537) is being used for high-risk counseling.

- Approximately 124,860 high-risk students have been served to date.

All local education agencies have indicated an increase in the number and range of services to high-risk students. Although outcomes are not available at this time, some school systems are projecting a substantial reduction in their dropout rate by the 1987-88 school year. Subsequent studies will determine the success of this projection as well as the total effect these services are having on students and the entire school program.

STATE DROPOUT PREVENTION FUNDS
ANNUAL REPORT
Summary

Total State Allocation $ 19,419,181.00 (1)

Program Type	State Dropout Funds	Total Other Funding Sources (3)	Program Budget Total	Students Served
In-School Suspension	10,271,208	2,908,399	13,179,607	56,941
Job Placement Center	2,554,881	2,015,633	4,570,514	12,820
Alternative School	337,397	2,209,639	2,547,036	1,826
Extended School Day	280,799	3,205,289	3,486,088	2,987
High-risk Counseling	3,697,537	443,476	4,141,013	21,541
Academic Remediation	1,247,436	4,527,332	5,774,768	11,253
Transition	1,200	116,177	117,377	91
Other	1,028,723	3,085,523	4,114,246	17,401
TOTAL	$19,419,181	$ 18,511,468	$37,930,649	124,860 (3)

(1) The amount denotes the 1986 General Assembly allocation.

(2) Other funding sources include Community-Based Alternatives, Juvenile Justice Delinquency Prevention Act, Job Training Partnership Act Title II-A, and other local and federal funds.

(3) The figure represents the number of at-risk youth served during the first half of the school year excluding school systems which failed to report this data. Projections indicate at least this number to be served during the second half of the school year.

DROPOUT PREVENTION PROGRAMS ANNUAL REPORT
1985-86

LEA	ANNUAL HS 85-86 RATE (%)	STATE DOP ISS FUNDS	STATE DOP JPC FUNDS	STATE DOP A S FUNDS	STATE DOP ESD FUNDS	STATE DOP H-R COUN.	STATE DOP ACA.REM	STATE DOP TRANS.	STATE DOP OTHER	# SERVED 1ST SEM.
ALAMANCE	7.6	X	X							1,721
Burlington	6.5	X	X			X	X		X	1,001
ALEXANDER	5.8		X			X				2,898
ALLEGHANY	5.3	X								
ANSON	6.6	X								282
ASHE	6.6	X	X			X				683
AVERY	8.8	X				X				
BEAUFORT	5.0	X				X				
Washington	3.1	X	X							750
BERTIE	6.4					X				496
BLADEN	6.2	X								
BRUNSWICK	7.4		X			X				1,301
BUNCOMBE	6.6		X							
Asheville	7.4	X				X	X		X	2,185
BURKE	7.3	X							X	1,362
CABARRUS	7.5	X	X							1,432
Kannapolis	8.2	X	X							32
CALDWELL	9.2	X	X			X				712
CAMDEN	10.0		X			X				559
CARTERET	9.2	X							X	2,254
CASWELL	6.8	X				X	X			309
CATAWBA	6.5	X	X				X			1,868
Hickory	10.0		X	X		X			X	936
Newton	7.2		X			X	X			560
CHATHAM	6.4	X	X							
CHEROKEE	6.4	X								
CHOWAN	4.6		X			X				193
CLAY	5.2	X	X			X				
CLEVELAND	5.7	X	X				X		X	7,919
Kings Mt.	6.0	X				X				549
Shelby	4.8	X	X							404
COLUMBUS	6.6	X	X			X				689

LEA	ANNUAL HS 85-86 RATE (%)	STATE DOP ISS FUNDS	STATE DOP JFC FUNDS	STATE DOP A.S. FUNDS	STATE DOP ESD FUNDS	STATE DOP H-R COUN.	STATE DOP ACA.REM.	STATE DOP TRANS.	STATE DOP OTHER	# SERVED 1ST SEM.
Whiteville	6.3		X						X	467
CRAVEN	7.8	X	X			X				1,622
CUMBERLAND	5.7	X	X						X	5,336
CURRITUCK	7.0	X							X	276
DARE	7.3		X			X				577
DAVIDSON	5.6	X							X	3,032
# Lexington	6.8	X								
Thomasville	7.5	X				X				648
DAVIE	5.8	X	X							662
DUPLIN	6.7	X	X							625
# DURHAM	6.3	X								
Durham	12.2	X	X				X		X	1,324
EDGECOMBE	9.1	X	X			X				712
Tarboro	6.1			X						461
FORSYTH	4.5	X	X						X	4,858
FRANKLIN	7.7	X	X							1,049
Franklinton	8.0	X	X							180
GASTON	7.4	X	X			X				3,300
GATES	4.8	X				X				200
GRAHAM	8.5	X	X			X	X			393
GRANVILLE	5.9	X				X				1,045
# GREENE	7.9	X								
GUILFORD	5.5	X				X				3,778
Greensboro	4.5	X							X	2,776
# High Point	6.7		X		X	X				
# HALIFAX	10.1				X					
Roanoke Rapids	10.6	X				X	X			260
Weldon	8.5	X	X		X				X	341
HARNETT	6.7	X				X	X			994
HAYWOOD	7.2		X	X			X		X	3,175
HENDERSON	6.7	X	X						X	1,307
Hendersonville	4.6		X			X				62
HERTFORD	7.7	X			X	X				2,362
# HOKE	5.9	X				X				
# HYDE	4.8	X								
# IREDELL	7.9	X	X		X		X			
Mooresville	7.2	X								343
Statesville	5.4	X	X			X				1,505
JACKSON	6.0	X	X			X			X	657
JOHNSTON	6.6	X	X							645

LEA	ANNUAL HS 85-86 RATE (%)	STATE DOP ISS FUNDS	STATE DOP JPC FUNDS	STATE DOP A S FUNDS	STATE DOP ESD FUNDS	STATE DOP H-R COUN	STATE DOP ACA REM	STATE DOP TRANS	STATE DOP OTHER	# SERVED 1ST SEM.
JONES	7.0	X	X			X	X			320
LEE	5.9	X			X	X				1,292
LENOIR	6.7	X					X			712
Kinston	6.6	X	X							209
LINCOLN	7.3		X	X	X	X				2,610
MACON	5.9	X								366
MADISON	8.9	X				X			X	243
MARTIN	6.0	X	X			X				495
MCDOWELL	8.5	X		X	X					983
* MECKLENBURG	7.5	X								
MITCHELL	6.8	X	X				X		X	260
MONTGOMERY	8.0					X				700
MOORE	6.5	X				X				728
NASH	6.8	X	X			X				1,412
Rocky Mt.	7.9					X				786
NEW HANOVER	7.9	X								3,430
NORTHAMPTON	5.7					X			X	26
ONSLOW	5.5	X	X			X				1,128
ORANGE	7.6	X	X							482
Chapel Hill	2.8	X				X				230
PAMLICO	7.1	X	X			X	X			477
PASQUOTANK	6.7	X				X				458
* PENDER	7.4	X				X				
PERQUIMANS	6.2	X				X			X	145
PERSON	5.4	X	X			X				160
* PITT	7.7			X		X	X		X	
POLK	8.4	X		X		X			X	249
* Tryon	3.8	X								
RANDOLPH	9.1	X				X				567
* Asheboro	7.7	X								
RICHMOND	7.2	X	X			X			X	845
ROBESON	8.3	X	X							366
Fairmont	8.9	X					X		X	468
Lumberton	7.3	X	X			X				417
Red Springs	8.8	X	X				X			311
St Pauls	6.2	X				X				905

LEA	ANNUAL HS 85-86 RATE (%)	STATE DOP ISS FUNDS	STATE DOP JPC FUNDS	STATE DOP A.S. FUNDS	STATE DOP ESD FUNDS	STATE DOP H-R COUN.	STATE DOP ACA REM.	STATE DOP TRANS.	STATE DOP OTHER	# SERVED 1ST SEM.
ROCKINGHAM	9.9					X				342
Eden	7.2	X	X			X				393
W Rockingham	7.2	X	X				X			1,085
Reidsville	8.9	X	X							611
ROWAN	6.9	X	X				X			1,483
Salisbury	7.8		X	X		X				453
RUTHERFORD	8.2			X		X	X			1,269
SAMPSON	6.8	X	X							885
Clinton	5.9	X	X			X				432
SCOTLAND	11.5	X	X			X	X			1,323
STANLY	7.6		X			X	X			619
Albemarle	7.8						X			678
STOKES	6.4	X	X		X	X	X		X	1,132
SURRY	6.4	X	X				X			848
* Elkin	2.8	X								
Mt. Airy	5.5	X	X			X		X		688
SWAIN	8.5		X			X	X			161
TRANSYLVANIA	6.1	X		X						560
TYRRELL	5.7	X	X							116
* UNION	8.9	X	X							
Monroe	11.0		X	X						697
VANCE	6.3	X	X			X				1,668
WAKE	6.8	X				X				5,763
WARREN	7.7					X				284
WASHINGTON	4.2	X	X							562
WATAUGA	7.1		X			X				106
WAYNE	4.1	X	X				X			1,377
Goldsboro	6.3					X				318
* WILKES	7.3	X	X			X				
WILSON	7.0					X				2,109
YADKIN	6.7	X	X			X	X			505
YANCEY	8.1	X	X							432
TOTAL										124,860

*Denotes school system which reported partial or no data

SYNOPSIS OF THE STATEWIDE STUDY OF THE CLASS OF 1981,
CONDUCTED BY THE DEPARTMENT OF PUBLIC INSTRUCTION
AND THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

This report deals with the results of a study of high school dropouts conducted by the Division of Research of the North Carolina State Department of Public Instruction. The design of the study, construction of the questionnaires, drawing of the sample, collection of the data, and coding of the responses were in the domain of responsibility of the Department of Public Instruction. Data entry, data cleaning and reconciliation, data analysis, reporting, and evaluation were in the domain of responsibility of the first author of this report and his staff. At all times close communication and a cooperative working relation between the two groups were maintained. No attempt is made in this report to separate the contributions of the two groups.

Purpose

The study was designed to accomplish three major goals: (1) to assess the feasibility of conducting an empirically based study to determine the degree to which North Carolina public high school students fail to complete their high school education (drop-out) and the reasons for their leaving school prior to graduation, (2) to provide preliminary estimates of the magnitude and nature of the drop-out problem, and (3) to recommend modifications to the procedure which would be necessary to accomplish a technically defensible study (if problems were uncovered in the initial trial) and/or to provide an on-going monitoring of the drop-out phenomenon.

Method

The basic methodology employed in the dropout study can be described as a "historical prospective" design. The design is based upon the fact that in April of 1978 virtually all the ninth graders in the North Carolina public school system took the ninth grade CAT as part of the North Carolina Annual Testing Program. (The completeness of the Annual Testing Program, in terms of the degree to which all public school students are tested, was previously studied by Appelbaum (1982) with results that indicate that the testing was virtually complete.) Thus, the computer tape records of that testing provide a nearly complete listing of all students enrolled in public ninth grades during the 1977-78 academic year and can be used as a sampling frame for a sample of North Carolina public school students (ninth graders).

The basic design was to select a random sample of students who were ninth graders in 1977-78 and to "prospectively" follow those students through their academic careers. This prospective following was accomplished by tracing the school records of the sampled students as far as possible, using the records maintained by the public schools. The process began by sending a questionnaire (the School Record Information Questionnaire) to the ninth grade school of record for each sampled student. (The ninth grade school of record was the school in which the student was enrolled at the time of taking the ninth grade CAT.) A separate page was completed for each academic year (or fraction thereof) during which the student was enrolled in that school. If the

student transferred to another school within the state public school system, the questionnaire was routed to the next school, and so on until either (a) the student was recorded as graduated, or (b) the "trail" dead-ended, i.e., the next link could not be established or the student transferred out of the North Carolina public school system. When one of the two end points was reached, the questionnaire was returned to the Division of Research for log-in and coding and was then forwarded to the Psychometric Laboratory for data entry and analysis.

The reason for the "prospective following" design is that no state-wide central registry of graduation (issuance of diplomas or certificates of attendance) exists in North Carolina and, consequently, the only reliable source of information about graduation resides in the records of the LEA in which the diploma/certificate was awarded.

In addition to the school record trace, telephone interviews were initiated for each student whose school record trace did not end with a determination that the student had graduated. A sample of students who were recorded as graduating was also drawn for a telephone interview.

Findings

- Race
  American Indian - 50.8%
  Black - 26.6
  White - 24

- Gender
  Male - 29.9%
  Female - 20.9

- Parental education
  8th or less - 38.1
  9th - 11th - 35.8
  High school graduate - 23.2
  Beyond high school - 12.5

- Parental income
  Less than $5,000 - 37.6
  $5,000 - $15,000 - 27.1
  Over $15,000 - 13.8

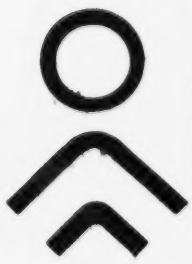
- Handicapped - 41

- Curriculum type
  General - 41.7
  Vocational - 19.1
  College preparatory - 4.9

- Other characteristics of non-graduates
  More days absent
  More courses failed
  More recorded discipline problems
  Lower standardized test scores

- Reasons for dropping out (listed with percent giving each reason) for non-graduates surveyed.

General dislike for school	29.5	Marriage	8.9
Poor academic performance	21.4	Family problems	5.4
Discipline problems	17.0	Pregnancy	3.6
Economic reasons	11.6	Health	2.7



Indicators Of High Risk And Identification Strategies

STUDENTS WHO ARE AT-RISK CHARACTERISTICS

School

Lack of basic skills
Performance consistently below potential
Poor grades or failure in subjects
Record of non-promotions
Low standard test scores
Irregular attendance and frequent tardiness
Pattern of disruptive or aggressive behavior
Poor study and work habits
Lack of academic motivation
Little or no participation in extra-curricular activities

Personal

Alcohol or drug abuse
Physical health problems
Mental health problems
Poor self-concept
Married or pregnant
Poor social skills
Friends not school-oriented
Lack of realistic goals
Lack of supervision

Family

Low educational level of parents
Family pattern of dropping out
Negative parental attitudes or low educational aspirations
Broken home
Frequent family moves
Unstable home environment (severe conflicts between parents or between parent and child, family violence, alcoholic parent)
Parent unable to find employment
Low economic status

SAMPLES OF LEA IDENTIFICATION FORMS AND OTHER SAMPLE DIAGNOSTIC INSTRUMENTS FOR HIGH-RISK STUDENTS

INTRODUCTION

An exploration on the school dropout problem reveals a variety of approaches in how schools go about the process of identifying students and addressing their concerns. Intervention efforts vary considerably in design, implementation, and intended outcomes.

There is a growing recognition of the fact that high-risk students must be identified as soon as possible so that appropriate intervention efforts may be applied. This section provides examples of identification procedures that are used as a means of alerting school personnel to children at-risk of dropping out. Please feel free to use any of the instruments included, your own, or any others that you deem suitable.

BUNCOMBE COUNTY BOARD OF EDUCATION
P.O. Box 15055
Asheville, North Carolina 28813

REFERRAL FORM

SCHOOL DROPOUT INTERVENTION PROGRAM

Student's Name _____ Grade _____

Referring Teacher's Name _____

Homeroom Teacher's Name _____

Subject(s) _____ Grade in Class _____

Number of Absences _____ Date Referred _____

Reason(s) for Referral (Check any you feel apply)

_____ frequent absences

_____ poor grades

_____ disruptive behavior

_____ negative attitude toward school

_____ low self-esteem

_____ repeat in-school suspension

_____ tardiness

_____ known retentions

_____ incomplete assignments

_____ poor peer relationships

_____ boredom

Comments:

BUNCOMBE COUNTY BOARD OF EDUCATION
P.O. Box 15055
Asheville, North Carolina 28813

HOLD IEP

SCHOOL _____

STUDENT _____

SCHOOL YEAR _____ GRADE _____

DATE OF BIRTH _____ AGE _____

PERSON(S) REFERRING STUDENT _____

_____

_____

OBSERVATIONS

DATE/TIME	STRENGTHS	WEAKNESSES
RECORDS:		
CLASSROOM:		
OTHER:		

BUNCOMBE COUNTY BOARD OF EDUCATION
P.O. Box 15055
Asheville, North Carolina 28813

HOLD

STUDENT PLAN

STUDENT NAME _____

PLAN FOR STUDENT

EXPECTED RESULTS

ACTUAL RESULTS

COMMENTS

BUNCOMBE COUNTY SCHOOLS
P.O. Box 15055
Asheville, North Carolina 28813

STUDENT'S NAME _____

SCHOOL _____ GRADE _____

LOG OF STUDENT CONTACT

DATE	DISCUSSION	COMMENTS

BUNCOMBE COUNTY BOARD OF EDUCATION
P.O. Box 15055
Asheville, North Carolina 28813

STUDENT'S NAME _____

SCHOOL _____ GRADE _____

PARENT CONTACT: _____ TELEPHONE CALLS/HOME VISITS _____

DATE/TIME:	BRIEF DESCRIPTION OF CONTACT:

BUNCOMBE COUNTY BOARD OF EDUCATION
P.O. Box 15055
Asheville, North Carolina 28813

CONFIDENTIAL

INTERVENTION STRATEGIES CHECKLIST

DATE: _____

TO: _____

FROM: _____

REGARDING: _____

Dear _____:

Please be aware that the following intervention techniques have been or are being implemented concerning this student.

_____ 1. Regular individual counseling
_____ 2. Group counseling
_____ 3. Conference with principal
_____ 4. Conference with teacher(s)
_____ 5. Conference with school counselor
_____ 6. Notes, calls home
_____ 7. Home visit
_____ 8. Tutoring
_____ 9. Point system
_____ 10. Behavioral contact
_____ 11. Special jobs, privileges, recognition
_____ 12. Parent conference at school
_____ 13. Classroom observation
_____ 14. Support group referral
_____ 15. Work program referral
_____ 16. Exceptional resources referral
_____ 17. Public/private agency
_____ 18. Conference with court counselor
_____ 19. Community resources referral
_____ 20. Other

BUNCOMBE COUNTY BOARD OF EDUCATION
P.O. Box 15055
Asheville, North Carolina 28813

DATE: _____

TO: _____

FROM: _____

REGARDING: _____

Dear _____:

I have been working with this student concerning his/her performance in class. Please complete this form and return to me at your earliest convenience.

Please check the appropriate items.

		A	B	C	D	E
1.	Approximate grade for this grading period.	____	____	____	____	____
2.	Grade average for the previous grading period(s).	____	____	____	____	____

		ALWAYS	USUALLY	OCCASIONALLY	RARELY OR NEVER
3.	This student works at his/her ability.	_____	_____	_____	_____
4.	He/she begins and finishes assigned classroom work.	_____	_____	_____	_____
5.	He/she completes homework assigned.	_____	_____	_____	_____
6.	He/she has behavioral problems which impede school success.	_____	_____	_____	_____

7. Please comment on the student's performance or behavior which would help in understanding the student's needs.

GRANVILLE COUNTY SCHOOLS
EARLY INTERVENTION REFERRAL FORM

Name of Student _____ Grade Level _____ Date _____

Referring Teacher _____ School _____

Identified exceptionality (if appropriate) _____

Listed below are characteristics of potential school dropouts. Please check the appropriate column box for each characteristic. In addition, check the appropriate column for the characteristics you think are significantly impacting on the student's potential to be a school dropout. At the end of each section is a space for you to write pertinent comments.

I. FACTUAL CHARACTERISTICS

School:

1. Irregular attendance and/or frequent tardiness.

Number of Days	Absent	Tardy
First 9 weeks	_____	_____
Second 9 weeks	_____	_____
Third 9 weeks	_____	_____
Fourth 9 weeks	_____	_____

2. Failure - School Years

Number school years retained ____

Retained in current grade ___ yes
___ no

3. Student lacks basic skills necessary for success.

A. Check appropriate areas where basic skills are deficient:

___ Reading ___ Communication Skills

___ Writing ___ Mathematics

___ Spelling ___ Other _____

B. California Achievement Test Scores

composite percentile _____%

C. I.Q. Test Score _____

4. Failure - School Subjects

Number of school subjects student is currently failing _____

Teacher Comments (Items 1-4) _____

Family

5. Educational level of parents

A. Did father graduate from high school

___ Yes ___ No ___ Information Unknown

B. Did mother graduate from high school?

___ Yes ___ No ___ Information Unknown

---

6. Family patterns of dropping out of school

A. Number of brothers/sisters in family _____

B. Number of brothers/sisters dropping out of school:

___ Brothers ___ Sisters ___ Info. Unknown

---

7. Miscellaneous family characteristics?

A. Are parents divorced?

___ Yes ___ No ___ Information Unknown

B. Does child live in a one-parent household?

___ Yes ___ No ___ Information Unknown

C. Does child live with a stepfather/ stepmother?

___ Yes ___ No ___ Information Unknown

D. Does child live in family situation other than with parents (grandparents, foster care, etc.)?

___ Yes ___ No ___ Information Unknown

E. Is there a history of frequent family moves/changes in school?

___ Yes ___ No ___ Information Unknown

Teacher Comments: (items 5-7) _____

II. OBSERVABLE CHARACTERISTICS

School	OCCASIONALLY OBSERVED	FREQUENTLY OBSERVED	UNOBSERVED AND/OR NOT APPLICABLE	SIGNIFICANT PROBLEM
1. Performance consistently below potential.				
2. Pattern of disruptive/aggressive behavior.				
3. Poor study/work habits (attention span, test-taking ability).				
4. Little or no participation in extra-curricular or special activities.				
5. Poor self-concept (withdrawn, lack of friends, feeling of not belonging, etc.)				

Teacher Comments: _____

_____

Personal/Peers				
6. Friends not school-oriented (friends not in school, former dropouts.				
7. Friends not approved by parents.				
8. Alcohol/drug abuse.				
9. Physical health problems (chronic illness, obesity, physical deformity, pregnancy, etc.)				
10. Mental health problems depression, mood swings, etc.)				

Teacher Comments: _____

Observable Characteristics (Continued)

List any additional information not covered in this form: _____

_____

_____

_____

_____

How many times has this student been in ISS? _____

HAYWOOD COUNTY SCHOOLS

ECIA CHAPTER 2 - DROPOUT PREVENTION PROJECT

IDENTIFICATION/REFERRAL/DATA COLLECTION FORM

I. BASIC INFORMATION

Student's Name _____ Date _____

Grade _____ School _____ Teacher _____

Race _____ Sex _____ Compiled by: _____

Mailing Address _____

Parent/Guardian _____ Home Phone _____

Work Phone _____

Directions to Home _____

_____

School Tracking _____, _____, _____, _____

Teacher Tracking _____, _____, _____, _____

****

II. CHECKLIST OF HIGH-RISK CHARACTERISTICS (check all that apply)

_____ Economically Deprived
_____ Handicapped (Mental/Physical)
_____ Unable to Get Along With Others
_____ Lack of Interest
_____ Lack of Motivation
_____ Poor Grades
_____ Substance Abuse Problems
_____ Family Problems
_____ Health Problems
_____ Single Parent Home
_____ Excessive Absences
_____ Poor Self-Concept
_____ Problems with Teacher or Principal
_____ No Best Friend
_____ Discipline Problems
_____ Below Norm on Standard Tests
_____ Difficulty with Science or English
_____ Poor Auditory Skills
_____ Referral for Special Ed. (not qualified)
_____ ISS Student
_____ Low Parental Educational Level
_____ Other _____

_____ Retained
_____ Poor Visual/Motor Skills
_____ Poor Language/Speech Development
_____ Low Ability Level
_____ Low Performance Level
_____ Frequent Family Moves
_____ Pregnant
_____ Married
_____ Teenage Mother
_____ Clothing Needs
_____ Dislikes School
_____ Unhappy
_____ Alienated
_____ Poor Interpersonal Relationships
_____ No Extra-Curricular Interests
_____ Financial Problems
_____ Overage for Grade Placement
_____ Failure on Competency Test
_____ JTPA Eligible
_____ JTPA Screened Ineligible
_____ Other _____

III. RECOMMENDED RESPONSE (check all that apply)

1. Home visits _____
2. Establish a Caring Relationship _____
3. Provide Counseling Service _____
4. Provide School Breakfast _____, Lunch _____, (if qualified)
5. Tutorial Help _____
6. Arrange for Professional Help as Needed:

   Physician _____, Dentist _____, Psychologist _____, Psychiatrist ___
7. Peer Counseling _____
8. Clothing Needs _____
9. Personal Hygiene Instruction _____
10. Parent Conferences _____
11. Group Sponsor of Child (Please list the agency or agencies) _____

    _____
12. Other _____

****

IV. SUGGESTED INCENTIVES (Please list below suggestions which you feel might serve as incentives for this student to complete his schooling or which might encourage and support him/her.

****

V. COMMENTS:

HAYWOOD COUNTY SCHOOLS
ECIA CHAPTER 2 - DEWSS PREVENTION PROJECT
Student Screening Form

Elementary Grades Version

Student's Name _____ Date _____

Grade _____ School _____ Teacher _____

****

From the list of characteristics presented, check those which are descriptive of the student, her/his family, or her/his behavior at school. Check all attributes which you feel are applicable.

Family Related Characteristics

_____ 1. lower economic level

_____ 2. unstable home environment (frequent moves, conflict between parents, conflict between student and parents, and death of parents)

_____ 3. negative parental attitudes and educational aspirations

Student Characteristics

_____ 4. no friends

_____ 5. unhappy at school

_____ 6. little interest in or motivation for school work

_____ 7. low academic ability and achievement

_____ 8. poor social skills (making friends, getting along with other students)

_____ 9. basic nutritional and/or clothing needs not met

School Related Behavior

_____ 10. poor grades and poor attendance

_____ 11. low standardized achievement test scores

_____ 12. nonpromotion in grades 1-3

HAYWOOD COUNTY SCHOOLS
ECIA CHAPTER 2 - DEWSS PREVENTION PROJECT
Student Screening Form

Middle Grades Version

Student's Name _____ Date _____

Grade _____ School _____ Teacher _____

****

From the list of characteristics presented, check those which are descriptive of the student, her/his family, or her/his behavior at school. Check all attributes which you feel are applicable.

Family Related Characteristics

_____ 1. lower economic level

_____ 2. low education level of parents (parents are dropouts)

_____ 3. unstable home environment (frequent moves, conflict between parents, conflict between student and parents, and death of parent)

_____ 4. negative parental attitudes

_____ 5. low educational aspirations

_____ 6. adolescent adjustment problems

Student Characteristics

_____ 7. poor social skills (making friends, getting along with other students)

_____ 8. no friends

_____ 9. unhappy at school

_____ 10. little interest in or motivation for school work

_____ 11. low academic ability/achievement

_____ 12. poor relationship with teacher/principal

_____ 13. basic nutritional and/or clothing needs not met

School Related Behavior

_____ 14. poor grades

_____ 15. lower standardized achievement test scores

_____ 16. nonpromotion (particularly in grades 1-3 recommend retention - elementary level)

_____ 17. large number of absences

ELEMENTARY SCHOOL PUPIL ADJUSTMENT SCALE
(ESPAS)

Yes	No	The Pupil:
___	___	1. Tends to blame the teacher for not providing enough help.
___	___	2. Has a hostile attitude toward the teacher.
___	___	3. Acts rebellious and defiant.
___	___	4. Makes fun of the material being taught.
___	___	5. Has to be reprimanded and/or corrected on a regular basis.
___	___	6. Physically harasses (pokes, tickles, etc.) his/her classmates.
___	___	7. Obstructs the work of his/her classmates.
___	___	8. Tells lies regularly.
___	___	9. Tends to be destructive toward classroom property.
___	___	10. Does not listen; interrupts when others are talking.
___	___	11. Has a short attention span.
___	___	12. Gets emotionally upset easily.
___	___	13. Copies from the work of others.
___	___	14. Complains frequently to the teacher.
___	___	15. Has trouble changing from one task to another.
___	___	16. Tends to withdraw; daydream
___	___	17. Exhibits physiological symptoms (nausea, stomachache, headache) in the face of stress.
___	___	18. Has difficulty following task directions.
___	___	19. Is ultrasensitive to criticism.
___	___	20. Does sloppy work.
___	___	21. Sees schoolwork as too hard.
___	___	22. Gives up quickly on a task.
___	___	23. Is slow to complete a task.
___	___	24. Seems to be "in his/her own world."
___	___	25. Is easily led into dubious behaviors.

How to Use the ESPAS

1. If you as the teacher begin to sense that a particular pupil is not functioning well in class, fill out the ESPAS on the pupil.

2. Repeat the process one to two weeks later, without looking at your first score on the ESPAS.

3. If after two observations your scores are fairly consistent, you have identified a pupil who has not adjusted properly. It is especially noteworthy when:

    a. you have marked 10 or more items affirmatively; or

    b. you have marked items 11, 12, 16, 17, 21, and/or 24 affirmatively.

4. When a pupil is identified, you may wish to:

    a. set a parent conference within which the parents and you develop a strategy of extraordinary assistance to the pupil.

    b. make specific adjustment in the school program of the youngster; and

    c. implement the school program for potential dropouts.

This instrument was adapted from the Devereux Elementary School Behavior Rating Scale, Devereux Foundation Press, Devon, PA; the Vineland Social Maturity Scale, American Guidance Services, Circle Pines, MN; and the Adaptive Behavior Scale, and Stratton Publishers, New York, NY.

THE DROPOUT ALERT SCALE
(DAS)

1. How old are you? _____

2. Are you failing any of your subjects this semester?

   _____none _____one _____two _____three

3. How many subjects have you failed prior to this semester?

   _____none _____one _____two _____three

4. How much time do you spend reading a day?

   _____two hours or more _____one hour _____30 minutes

   _____fewer than 30 minutes _____none

5. Have you ever failed a grade in elementary school?

   _____none _____one _____two _____three

6. Are you getting enough out of school?

   _____usually _____seldom _____never

7. How many days have you missed school this year?

   _____0-9 days _____10-19 days _____20-30 days _____more than 30 days

8. Do you like the other students in your classes?

   _____almost all of them _____most of them _____a few of them

   _____almost no one

9. How do you like school?

   _____very much _____much _____little _____very little

10. Do you attend school ball games, dances, parties, etc.?

    _____never _____seldom _____often _____very often

11. How do you think your teachers like you?

    _____very much _____much _____little _____very little

12. How well do you like your teachers?

    _____very much _____much _____little _____very little

13. How do you get along with other students in your class?

_____very well _____well _____not very well _____not at all

14. How many friends do you have in school?

_____more than 15 _____10-15 _____5-9 _____less than 5

15. To how many school teams or clubs do you belong?

_____none _____1-2 _____3-4 _____more than 4

16. How far did your father go in school?

_____12th grade or higher _____8th to 11th grade

_____1 to 7th grade _____did not go to school

17. How far did your mother go in school?

_____12th grade or higher _____8th to 11th grade

_____1 to 7th grade _____did not go to school

18. Do you think your parents:

_____want you to finish high school

_____don't care if you do or do not finish high school

_____discourage you from finishing high school

19. In your school work, do your parents:

_____encourage you often _____encourage you sometimes

_____rarely encourage you _____discourage you

20. Do you live with: _____both your mother and father

_____either your mother or father _____other relatives

_____with no relatives

21. Do you work outside of school?

_____on a regular basis _____sometime _____rarely _____never

22. How many brothers and sisters do you have?

_____none _____1-2 _____3-4 _____more than four

23. Do you feel tired?

_____never _____seldom _____often _____very often

24. Do you have any trouble with the other students or teachers?

_____never _____seldom _____often _____very often

25. Have you ever been sick?

_____never _____seldom _____often _____very often

26. Do you feel your teachers are fair to you?

_____never _____seldom _____often _____very often

27. Is it important to you that you graduate from high school?

_____very important _____important _____not very important

28. Do you think you will graduate from high school?

_____yes _____probably _____doubtful _____no

29. Do you do your homework?

_____very often _____often _____seldom _____never

30. Do you belong to any organizations such as 4-H, Boy Scouts, church groups, etc.?

_____none _____1-3 _____4-5 more than 5

From:

Mathis, Debely: The Dropout Proneness Scale: The Development of An Instrument to Predict a Dropout, University of Mississippi.

SCORING KEY FOR THE DROPOUT ALERT SCALE
(DAS)

Score

1. How old are you? (0) Same age as classmates
(1) one year older (2) two years older
(3) three years older ____

2. Are you failing any of your subjects this semester?
(0) none (1) one (2) two (3) three ____

3. How many subjects have you failed prior to this semester?
(0) none (1) one (2) two (3) three ____

4. How much time do you spend reading a day?
(0) two hours or more (1) one hour (2) 30 minutes
(3) fewer than 30 minutes (4) none ____

5. Have you ever failed a grade in elementary school?
(0) none (2) one (4) two (8) more than two ____

6. Are you getting enough out of school?
(0) usually (1) seldom (2) never ____

7. How many days have you missed school this year?
(0) 0-9 days (2) 10-19 days (4) 20-30 days
(8) more than 30 days ____

8. Do you like the other students in your classes?
(0) almost all of them (1) most of them
(2) a few of them (3) almost no one ____

9. How do you like school?
(0) very much (1) much (2) little (3) very little ____

10. Do you attend school ball games, dances, parties, etc.?
(3) never (2) seldom (1) often (0) very often ____

11. How do you think your teachers like you?
(0) very much (1) much (2) little (3) very little ____

12. How well do you like your teacher?
(0) very much (1) much (2) little (3) very little ____

13. How do you get along with other students in your class?
(0) very well (1) well (2) not very well (3) not at all ____

14. How many friends do you have in school?
(0) more than 15 (1) 10-15 (2) 5-9 (3) less than 5 ____

15. To how many school teams or clubs do you belong?
(8) none (4) 1-2 (2) 3-4 (0) more than 4 ____

____

16. How far did your father go in school? ____
(0) 12th grade or higher (2) 8th to 11th grade
(4) 1 to 7th grade (8) did not go to school

17. How far did your mother go in school? ____
(0) 12th grade or higher (2) 8th to 11th grade
(4) 1 to 7th grade (8) did not go to school

18. Do you think your parents: ____
(0) want you to finish high school
(2) don't care if you do or do not finish high school
(4) discourage you from finishing high school

19. In your school work, do your parents: ____
(0) encourage you often (1) encourage you sometimes
(2) rarely encourage you (3) discourage you

20. Do you live with: (0) both your mother and father ____
(1) either your mother or father (2) other relatives
(3) with no relatives

21. Do you work outside of school? ____
(3) on a regular basis (2) sometimes
(1) rarely (0) never

22. How many brothers and sisters do you have? ____
(0) none (1) 1-2 (2) 3-4 (3) more than four

23. Do you feel tired? ____
(0) never (1) seldom (2) often (3) very often

24. Do you have any trouble with the other students or teachers? ____
(0) never (1) seldom (2) often (3) very often

25. Have you ever been sick? ____
(0) never (1) seldom (2) often (3) very often

26. Do you feel your teachers are fair to you? ____
(0) very often (1) often (2) seldom (3) never

27. Is it important to you that you graduate from high school? ____
(0) very important (1) important (2) not very important

28. Do you think you will graduate from high school? ____
(0) yes (1) probably (2) doubtful (3) no

29. Do you do your homework? ____
(0) very often (1) often (2) seldom (3) never

30. Do you belong to any organizations such as 4-H, Boy Scouts, church groups, etc.? ____
(3) none (2) 1-3 (1) 4-5 (0) more than 5

TOTAL _____

A score of 39 or greater indicates a strong potential dropout candidate. A score of 19 to 38 indicates moderate potential for a dropout. Special attention should be given to items 1, 2, 3, 7, 10, 15, 16 and 17 as they are highly predictive of dropouts.

When a score of 39 or greater is found, the student should be placed in an appropriate dropout prevention program.

NOTE: The scoring and editorial changes were developed by Dr. Grady E. Harlan and Dr. Dudley E. Sykes

IDENTIFICATION OF "HIGH-RISK" STUDENTS

MECKLENBURG COUNTY

IQ below 80

Total Reading (CAT) below 40PR

Mother did not complete high school

Father did not complete high school

Truant 5+ days in any school year

3 or more discipline referrals in any school year

Little or no participation in extra-curricular activities

Grades are significantly below potential

Loner

Absent 20+ days in any of the last 4 years

Friends represent above description

If you have a student who meets 3 or more of the above criteria, he/she may be at-risk for dropping out of school

Mecklenburg County

"HIGH-RISK" IDENTIFICATION CHECKLIST

PLEASE LIST THE STUDENTS IN YOUR CLASS/HOMEROOM WHO MEET 3 OR MORE "HIGH-RISK" CRITERIA AND CHECK ( ) THE APPROPRIATE COLUMNS

NAME	SCHOOL TO ATTEND NEXT SCHOOL YEAR	IQ BELOW 80	READING CAT BELOW 40%	MOTHER DROPOUT	FATHER DROPOUT	TRUANT 5+ DAYS	ABSENT 20+ DAYS	DISCIPLINE 3+ TIMES	NO EXTRA-CURRICULAR	GRADES BELOW POTENTIAL	LOWER	FRIENDS HIGH-RISK	TOTAL # OF ( )

28

WHEN THIS LIST IS COMPLETED, IT SHOULD BE SENT TO THE SCHOOL THE STUDENT WILL ATTEND IN THE COMING SCHOOL YEAR TO THE ATTENTION OF THE PRINCIPAL.

Indicates		BEHAVIORAL INDICATORS OF SELF-ESTEEM IN YOUNG CHILDREN	Correlation with Developmental Domains*			
High or positive self-esteem	Low or negative self-esteem	BEHAVIORS	Physical	Cognitive	Social	Emotional
*		Often says, "I can do that."	*	*	*	
	*	Rarely speaks in large group or circle time		*	*	
*		Volunteers to answer teacher's questions during class		*	*	
*		Maintains direct eye contact when speaking with others			*	
	*	Avoids looking at others; looks down towards floor when speaking			*	
*		Takes care of school property; returns materials to proper place			*	
	*	Destroys classroom materials			*	
*		Enjoys playing different roles in the housekeeping or dramatic play center		*	*	
*		Often asks other children to join in play activities			*	
	*	Prefers to play alone			*	
*		Has good posture; stands and walks upright	*		*	
	*	Sucks thumb	*		*	*
	*	Bites nails or fingers	*		*	*
	*	Cries excessively for no apparent reason				*
*		Clearly and eagerly expresses feelings when excited or upset				*
	*	Whines rather than expresses needs or feelings in words				*
	*	Always "tells teacher" about another child's misbehavior		*	*	
*		Works out peer problems with peers, rather than always telling the teacher		*	*	*
	*	Has poor posture; slumps when standing and walking	*		*	

*		Is willing to share materials with others			*	*
	*	Tears up papers and "starts over" if one error is made		*		
	*	Often verbalizes negative feelings about others (e.g., "He's dumb")			*	
*		Makes positive verbal comments about friends, family, and teachers			*	*
*		Helps other children when they need assistance		*	*	
*		Suggests alternative, innovative methods and new ideas for completing projects		*		
	*	Is reluctant about trying new activities		*		
*		Offers suggestions for solving problems		*		
*		Participates eagerly in outdoor play activities	*		*	
	*	Will not engage in gross motor play or outdoor group games	*			
	*	Upon arrival at school, always waits to be told what to do		*		
	*	Seldom laughs or smiles			*	*

USING THE CHART

1. Instructions: Read the following list of behaviors. If the behavior is part of the child's pattern, make a check mark in the box to the left of the description. (To help identify behavioral patterns within the developmental domains, each behavior has been coded (*) to one or more areas of development.)

2. After completing the checklist, add the number of checks in the two columns. If there is a considerable difference between the two numbers and the largest total is in the column of positive behavioral indicators, the child is probably feeling good about himself/herself and hence has high self-esteem. If the totals are equal or the largest number is in the column of negative behavior indicators appear to be clustered in one or two developmental domains, it is possible that the child is experiencing low self-esteem concerning those areas only and may not have poor self-esteem in all respects (for example, negative behavioral indicators might appear in the social and emotional areas while the child had high self-esteem about physical skills).

FROM: Susan Rae Miller, Director of Early Childhood Programs, University of St. Thomas, Houston, Texas.

EXPLANATION

Recent research points out that children's expectations of school success, self-concept, and attitude toward school are powerful predictors of their educational attainment. The following instruments may be used to assist in identifying students' perceptions in these area.

REAL SELF-CONCEPT*

Name _____ School _____

Grade _____ Boy _____ Girl _____ Age _____

Directions: Some boys and girls are good at certain things. Other boys and girls are better at doing other types of things. Here is a list of different kinds of things that boys and girls do. Read each one and then decide how you rate as compared to other boys and girls of your age. Mark an X in one of the boxes to show your answer.

COMPARED WITH OTHER BOYS AND GIRLS MY AGE, HOW DO I RATE NOW?	ONE OF THE BEST	BETTER THAN MOST	ABOUT AVERAGE	ONLY SO-SO	NOT VERY GOOD
1. Playing outdoor games after school.					
2. Learning things rapidly.					
3. Getting along well with boys.					
4. Getting along well with girls.					
5. Being attractive, good-looking.					
6. Getting along well with teachers.					
7. Getting my school work in on time, and not getting behind.					
8. Having a feeling for what other people are feeling.					
9. Being funny or comical.					
10. Doing science projects.					
11. Being good at sports.					
12. Remembering what I've learned.					
13. Controlling my temper with boys.					
14. Controlling my temper with girls.					
15. Being a good size and build for my age.					
16. Controlling my temper with teachers.					
17. Getting assignments straight the first time.					
18. Being willing to help others.					
19. Being confident, or sure of myself, not shy or timid.					
20. Doing art work.					
21. Being good at things that require physical skill.					

COMPARED WITH OTHER BOYS AND GIRLS MY AGE, HOW DO I RATE NOW?	ONE OF THE BEST	BETTER THAN MOST	ABOUT AVERAGE	ONLY SO-SO	NOT VERY GOOD
22. Being a good student.					
23. Making friends easily, with boys.					
24. Making friends easily, with girls.					
25. Being neat and clean in appearance.					
26. Being able to take orders from teachers without resenting it or hating it.					
27. Being able to concentrate.					
28. Being courteous, having good manners.					
29. Getting a lot of fun out of life.					
30. Doing arithmetic work.					
31. Being built for sports.					
32 Being smart.					
33. Being a leader--the one to get things started, with boys.					
34. Being a leader, the one to get things started, with girls.					
35. Being not too skinny, not too fat.					
36. Paying attention to teachers, not closing my ears to them.					
37. Studying hard, not wasting my time.					
38. Being willing for others to have their way sometimes.					
39. Not expecting everything I do to be perfect.					
40. Getting good grades in school.					
41. Being good at physical education.					
42. Having new, original ideas.					
43. Having plenty of friends, among the boys.					
44. Having plenty of friends, among the girls.					
45. Being not too tall, not too short.					
46. Being able to talk to teachers easily.					

COMPARED WITH OTHER BOYS AND GIRLS MY AGE, HOW DO I RATE NOW?	ONE OF THE BEST	BETTER THAN MOST	ABOUT AVERAGE	ONLY SO-SO	NOT VERY GOOD
47. Going ahead with school work on my own.					
48. Making other people feel at ease.					
49. Having lots of pep and energy.					
50. Doing social studies projects.					

ACADEMIC SELF-CONCEPT

Name _____ School _____

Grade _____ Boy _____ Girl _____ Age _____

Check in front of the statement that best answers each question.

1. How good are you in school ability compared with your close friends?
   _____ 1. I am the poorest
   _____ 2. I am below average
   _____ 3. I am average
   _____ 4. I am above average
   _____ 5. I am the best

2. How good are you in school ability compared with those in your class at school?
   _____ 1. I am among the poorest
   _____ 2. I am below average
   _____ 3. I am average
   _____ 4. I am above average
   _____ 5. I am among the best

3. If you go to high school, and graduate, how good would you do as compared with your graduating class?
   _____ 1. Among the poorest
   _____ 2. Below average
   _____ 3. Average
   _____ 4. Above average
   _____ 5. Among the best

4. Forget for a moment how others grade your work. In your own opinion how good do you think your work is?
   _____ 1. My work is much below average
   _____ 2. My work is below average
   _____ 3. My work is average
   _____ 4. My work is good
   _____ 5. My work is excellent

5. What kind of grades do you think you are capable of getting?
   _____ 1. Very poor grades
   _____ 2. Some poor grades
   _____ 3. Average grades
   _____ 4. Fairly good grades
   _____ 5. Very good grades

6. How important to you are the grades you get in school?
   _____ 1. Grades don't matter to me at all
   _____ 2. Not particularly important
   _____ 3. Somewhat important
   _____ 4. Important
   _____ 5. Very important

7. How important is it to you to be high in your class in grades?
   _____ 1. Doesn't matter to me at all
   _____ 2. Not particularly important
   _____ 3. Somewhat important
   _____ 4. Important
   _____ 5. Very important

8. How do you feel if you don't do as well in school as you know you can?
   _____ 1. Doesn't bother me at all
   _____ 2. Don't feel particularly badly
   _____ 3. Somewhat badly
   _____ 4. Feel badly
   _____ 5. Feel very badly

9. How important is it to you to do better than others in school?

_____ 1. Doesn't matter to me at all
_____ 2. Not particularly important
_____ 3. Somewhat important
_____ 4. Important
_____ 5. Very important

10. In your school work do you try to do better than others?

_____ 1. Never
_____ 2. Occasionally
_____ 3. Sometimes
_____ 4. Most of the time
_____ 5. All of the time

FROM: W. B. Brookover's Academic Self-Concept Scale.

SCHOOL ANXIETY SCALE

Name _____ School _____

Grade _____ Boy _____ Girl _____ Age _____

Circle your answers: Yes or No

Yes No 1. Do you worry when the teacher says that she is going to ask you questions to find how much you know?

No Yes 2. Do you worry about being promoted, that is, to the next grade at the end of the year?

Yes No. 3. Do you ever worry about knowing your lessons?

No Yes 4. When the teacher asks you to get up in front of the class and read aloud, are you afraid that you are going to make some bad mistakes?

Yes No 5. When the teacher says that she is going to call upon some boys and girls in the class to do arithmetic problems, do you hope that she will call upon someone else and not on you?

No Yes 6. Do you ever worry about what other people think of you?

Yes No 7. Do you sometimes dream at night that you are in school and cannot answer the teacher's questions?

No Yes 8. When the teacher says that she is going to find out how much you have learned, does your heart begin to beat faster?

Yes No 9. Do you ever worry that you won't be able to do something you want to do?

No Yes 10. When the teacher is teaching you about arithmetic, do you feel that other children in the class understand her better than you?

Yes No 11. When you are in bed at night, do you sometimes worry about how you are going to do in class the next day?

No Yes 12. When you were younger, were you ever scared of anything?

Yes No 13. When the teacher asks you to write on the blackboard in front of the class, does the hand you write with sometimes shake a little?

No Yes 14. When the teacher is teaching you about reading, do you feel that other children in the class understand her better than you?

Yes No 15. Have you ever been afraid of getting hurt?

No Yes 16. Do you think you worry more about school than other children?

Yes No 17. When you are at home and you are thinking about your arithmetic lesson for the next day, do you become afraid that you will get the answers wrong when the teacher calls upon you?

No Yes 18. Has anyone ever been able to scare you?

FROM: Sarason, Davidson, Lightoll, Waite, and Ryebresh, Anxiety in Elementary School Children. New York: John Wiley and Sons, Inc.

Major Program Types

JOB PLACEMENT CENTERS

PURPOSE: Job placement centers are designed to address the individual needs of potential dropouts as well as actual school dropouts who are recruited back to school.

High-risk students are provided or referred to the services and training necessary for successful entry into the job market following high school graduation.

Following a screening process the center enrolls those students most in need of program services. This would include students who are

- frequently absent
- truant
- disruptive in school
- functioning academically two or more grade levels below expectancy level
- encountering home problems
- having personal problems (drug abuse, alcohol, legal, etc.)
- in need of pre-employment skills and/or employment

Job placement centers provide the structure through which the local education agency can serve as a clearinghouse to provide training and jobs by using the available community resources.

The program also provides opportunities and a design for students to remain in school, graduate and enter the world of work. In many programs, students who need to work may do so and, at the same time, complete their education.

OBJECTIVES: To provide pre-employment skills training that is not available in the regular school curriculum including skills in gaining and keeping employment.

To provide supportive career guidance and counseling in order to develop short- and long-range educational and employability plans with students.

To improve access to academic, vocational and remedial in-school programs available to students.

To facilitate access to out-of-school employment and training programs available to students.

To identify and make available to students a total education-work experience program to include

- subsidized as well as unsubsidized employment
- part- as well as full-time employment
- temporary employment

APPROACH OR ELEMENTS:

Pre-employment skills training activities include a minimum of
- assessment and testing
- counseling for education and employment
- career and vocational exploration
- remedial education
- labor market information
- job search, holding and survival skills training
- basic life skills training

Student involvement in work-experience program

Development or support of individual educational and employ-ability development plan

Program orientation provided for students, staff, businesses, industries and agencies

Educational and work experience activities to aid and enhance students' transition from school to the labor market

STAFFING:

The job placement center is staffed with one job placement specialist with the responsibility for coordination of program activities including

- recruitment of students and determination of eligibility
- coordinating efforts with other agencies and businesses
- development and implementation of students' individual education plans
- assessment of students' aptitudes, interests, abilities, and personal needs

The job placement specialist must have

- a minimum of a four-year college degree in an education area
- a current North Carolina teacher's or counselor's certificate
- experience and/or interest in working with disadvantaged youth

BUDGETARY REQUIREMENTS:

The job placement center is an example of the use of several sources of funding, such as
- Job Training Partnership Act (JTPA)
- State dropout prevention funds
- Local funds

FACILITIES

Physical settings may vary, but a classroom with adequate space to execute program activities should be available

Telephone should be installed to enable job placement specialist to carry out program effectively

EXTENDED SCHOOL DAY PROGRAM

PURPOSE:

The extended school day program provides high school dropouts and potential dropouts with the opportunity to complete their education.

The extended school day program, an extension of the conventional program, is an integral part of the comprehensive high school and further insures meeting the diverse needs of students.

The extended school day program serves students who

- dropped out prior to high school graduation
- require a flexible curriculum because of scheduling conflicts or course overloads
- must combine schooling and employment
- exhibit the need for smaller classes with individualized and personalized instruction
- need alternative opportunities for attending school
- have been suspended from the regular school program
- have been identified as potential dropouts

OBJECTIVES:

To provide students with alternative means of completing requirements for high school graduation

To enhance and reinforce the educational experience for those students who have experienced difficulty in the conventional school program

To provide an alternative for students who are suspended from school to continue their high school education

To increase the number of students who graduate from high school

APPROACH OR ELEMENTS

Open enrollment throughout the school year

Credits earned from successful employment

Provision for participation in enrichment as well as extra-curricular activities

Classes scheduled in late afternoon and evening to accommodate the working student

Assistance provided in job placement

Emphasis on individualized and personalized instruction

APPROACH OR ELEMENTS:

Low teacher-student ratio

Support services available as prescribed by the Basic Education Program

Vocational course offerings which emphasize job preparation skills

Graduation requirements consistent with those for conventional school programs

Upon special request enrollment of students from conventional programs accepted, following justification of need

Opportunities for students, age sixteen to twenty-one, grades nine through twelve

Students afforded access to courses at community colleges (superintendent's approval required)

STAFFING:

Each extended school day program should employ an extended day coordinator, job placement counselor, student assessment counselor, and other instructional staff as deemed appropriate to meet the needs of students

Professional positions which are allotted to a local education agency may be used to support instruction and support services in the program. Positions may be divided into several parts allowing a number of part-time staff to be employed through one position.

Other part-time positions may include bus drivers, food service personnel, instructional aides, custodial staff and clerical assistants.

Selection criteria for staff should include

- experience and/or interest in working with disadvantaged and other high-risk students
- ability to empathize with students served by program

BUDGETARY REQUIREMENTS:

Local education agencies are encouraged to exercise flexibility and use appropriate portions of all funding resources for the extended school day programs.

Local, state and federal funds may be utilized on the same basis as with the conventional school program.

FACILITIES:

Instructional and extra-curricular activities require facilities that provide an environment suitable for students to achieve.

All building, equipment and resources available to the conventional school program must be available for extended school day program.

IN-SCHOOL SUSPENSION

PURPOSE: The in-school suspension program is designed for those students who need to be provided opportunities to develop the degree of self-discipline required to take advantage of the school's academic program. In-school suspension provides students with assistance in examining their behavior and the consequences of their actions. The program provides a practical alternative to out-of-school suspension and can be an important aspect to the school's overall approach to discipline.

OBJECTIVES:

To reduce the number of out-of-school suspensions

To provide a learning and therapeutic environment within the school for students with problems which normally would lead to suspension

To identify causes of students' maladjustment with consequent referral for assistance to proper personnel and agencies

To bring about an overall improvement in students'
- academic performance
- conduct, behavior, and discipline
- personal adjustment and interpersonal relationships
- attitude toward school

To coordinate efforts with administrators, counselors, and teachers in order to aid in lessening or resolving the student's learning and adjustment problem

APPROACH OR ELEMENTS:

Continuation or make-up of academic work is the responsibility of both the individual student and the teacher

Individual assistance in examining the consequences of actions and behaviors while suspended in school

Identification of causes of maladjustment and consequent referrals to proper personnel and agencies

Interaction among administrator, teacher, and counselor regarding resolution of the student's learning and adjustment problem

Follow-up of students formerly assigned to program

Encouragement of parent participation in appropriate school functions

Orientation for each student upon entering the center

APPROACH OR ELEMENTS:

In-school suspension teacher and counselor will

- maintain contact with student's teachers regarding student's adjustment, assignments and progress
- initiate and exchange information with student services staff in an effort to deal with the causes underlying the student's behavior
- work with appropriate student services staff to initiate and maintain contact with parents of students placed in the program

Teacher and counselor collaborate efforts with principal to develop methods and procedures for daily program activities for students

Placement in program is made solely through action of the school principal or his/her designee based on suspendable offense or action on the part of a student.

STAFFING:

In-school suspension coordinators should be experienced educators

Selection criteria should include

- knowledge of behavior management strategies
- positive interpersonal skills
- valid North Carolina teacher's or counselor's certificate

BUDGETARY REQUIREMENTS:

Personnel - Funding for in-school suspension coordinators at ratio of one to every twelve students

Facilities - Installation of carrels

Staff development - Funding for inservice training for school-based faculty, administrators, and parents of those involved in program

Communications system - Telephone or intercom for contacting appropriate individuals, agencies and parents

Data collection and evaluation - Cost for materials, printing, and duplicating should be included

Reference materials for students

Funding sources for program include

- state dropout prevention funds
- state community-based alternative funds
- federal Juvenile Justice and Delinquency Prevention Act funds
- local funds

FACILITIES: The physical setting for in-school suspension programs should be restricted, quiet, and isolated.

TRANSITION PROGRAM

PURPOSE: Transition programs provide coordination and linkage for existing special and supportive services to students to insure a successful move from school to work. Two types of projects in operation presently illustrate this concept

- HELP (Handicapped Employment Linkage Program) is designed to link the efforts of vocational education, exceptional education, Job Training Partnership Act, and the handicapped learners. The program offers support to academic and vocational education in preparing these learners with realistic and functional skills

- The school-to-work transition project provides the necessary training and services to students identified as high-risk who are high school seniors and desire to enter the full-time labor market upon graduation. In addition to seniors, dropouts are served by a 30- and 90-day follow-up visit after leaving school.

OBJECTIVES: HELP

To improve service delivery and job placement for handicapped students through vocational skills training and technical assistance leading towards employment of handicapped youth.

To establish coordination among vocational education, exceptional children, Job Training Partnership Act, and all other local education agency service providers to insure that all handicapped students receive full and appropriate services.

To improve training and employment services to handicapped participants and improve performance in placing handicapped students in jobs

To develop a model project of cooperative vocational services for handicapped students

School-to-work transition

To provide occupational information and job search assistance to high school seniors and dropouts who desire employment

To provide referral services to Job Training Partnership Act training activities and community agencies in the area when necessary

OBJECTIVES:

To provide job placement and job development services to individuals in the program when other agencies are not available

To provide follow-up services as soon as possible for seniors and dropouts upon leaving the program

To work cooperatively with other educational and community agencies to reduce the dropout rate in the local area

APPROACH OR ELEMENTS:

Involvement of parents in the design and implementation of a written, formal transition plan for employment

Orientation of families to community agencies

Involvement of special and vocational educators, the employment sector, parents, and students

Information exchange among schools and appropriate agencies

Staff development with and across agencies to enhance working relationships

Restructuring of services among agencies to eliminate duplication of services and enhance employment training and placement programs

Joint planning among agencies

STAFFING:

HELP employs two professional staff members

- Transitional coordinator
  - works with the vocational education and exceptional children staff to develop an educational/employability plan as part of the individual education plan for each student.
  - identifies available jobs through contact with employers and community resources
- Vocational evaluator
  - completes a comprehensive vocational assessment of all secondary handicapped students and provides written information for individual education plan and employability plan development
  - attains job placement for participants, using sources identified by the transition coordinator

School-to-work transition employs a coordinator who provides

- leadership for project implementation in accordance with program objectives
- referral services
- job placement
- follow-up services
- school and community collaboration
- participant selection
- training and services coordination

BUDGETARY REQUIREMENTS: HELP and School-to-work transition are funded through
- Job Training Partnership Act funds
- State dropout prevention funds

FACILITIES: A setting conducive to instructional activities usable for individual or small group counseling sessions

COUNSELING THE HIGH-RISK STUDENT

PURPOSE: Counseling the high-risk student focuses on the prevention, intervention, and therapeutic techniques of counselors to ameliorate the problems faced by young people.

Counselors
- identify students likely to drop out
- provide special alternative instructional and counseling programs for high-risk students
- develop and implement a human services delivery system to assist students in the removal of barriers that prohibit productive school experiences
- coordinate efforts with other human support personnel to identify and address the needs of high-risk students
- assist students with the development of coping skills as they might cope with the pressures that promote escape rather than involvement

The use of counselors and counseling techniques are invaluable to the creation and success of programs for high-risk students.

OBJECTIVES: To strengthen the students' self-esteem by providing sufficient experiences to enable students to see themselves as lovable, capable, and worthwhile individuals no matter what their past experiences have been

To assist in creating an instructional environment which will allow students to experience success and achievement, thus avoiding repeated failure

To provide enjoyable experiences, thus changing students' perception that school threatens their self-concept

To provide remediation in order to resolve academic problems

To develop and implement concrete plans for ameliorating the problems facing these students

To develop and maintain a data base of information relating to high-risk students

To develop an awareness among school staff of problems facing high-risk students

To establish linkages with youth-serving agencies for referral purposes

APPROACH OR ELEMENTS:

Early identification of high-risk students to determine plans for intervention

Structured counseling (individual and group) and amelioration of problems that may inhibit success in school

Use of culture-free counseling techniques

Coordination of intervention efforts with available human support personnel

Conferences with parents of high-risk students

Staff development for school personnel to increase awareness of problems faced by high-risk students--for example, substance abuse, teenage pregnancy, behavioral problems and academic failures

Counselor consultation with teachers and administrators to enhance school adjustment and learning outcomes for students

STAFFING:

The counselor should have

- a valid North Carolina counselor's certificate
- knowledge of behavior management strategies
- positive interpersonal skills
- experiences and/or interest in working with high-risk students
- the ability to empathize with high-risk students served in dropout prevention programs
- an awareness of cultural differences, of varied cultural values and orientations
- ability to work with teachers in modifying the methods used to achieve learning outcomes, rather than changing the learning outcomes themselves

BUDGETARY REQUIREMENTS:

Personnel--Funding for counselor

Staff development--Funding for inservice training for teachers, administrators and parents of high-risk studnets

Communications system--Telephone or intercom for contacting appropriate individuals, agencies and parents

Data collection and evaluation--Cost for materials, printing and duplicating should be included

FACILITIES:

The counselor should have a private office that assures confidentiality

The office should be located near or in the midst of the traffic flow of students

Space should be made available which is conducive to small group counseling sessions.

Exemplary Programs

GRANVILLE COUNTY SCHOOLS
DROPOUT PREVENTION PROGRAM

PROGRAM NARRATIVE

Granville County can be described as a county in transition. For many years the county was primarily an agricultural county; the vast majority of employment opportunities centered around agriculture. In recent years, there have been a number of significant changes in this employment pattern.

The growth of business and industry has resulted in numerous changes for the people of Granville County. Ninety percent (90%) of all existing business and industry has located in Granville County within the past five years. As a result, the employment opportunities for citizens have changed from agriculture to blue- and white-collar types of employment. Clearly, the changes which have occurred, employment-wise, dictate the importance of graduating from high school.

With the growth of business and industry, there has come a corresponding demand from the local school system to improve the dropout situation. Many industrial employers have repeatedly encouraged the school system to do everything possible to keep students in school. Community, business, and industry leaders have rated leaving high school before graduation to be the most serious problem they face with area employees.

Solving the dropout issue must begin in the elementary grades and must be based on clearly defined, specific strategies. In cooperative discussions between Granville County Schools personnel and representatives from various community agencies and groups, it has become apparent that attendance and dropout problems are of mutual concern. Dropping out is clearly a community problem. In addition, the entire membership of the Dropout Prevention Task Force believes that those programs, activities, attitudes, and teaching strategies which will benefit the potential dropout will also be in the best interests of all children in the school system.

PROGRAM GOALS

- To develop a system for early identification and attention to the needs of high-risk students.
- To provide staff development for all school personnel.
- To develop a system for collection, organization, and maintenance of dropout data.
- To improve classroom atmosphere/environment with special attention to management skills and the development of positive student attitudes toward self, work, community, and school.
- To improve communication with various school and community groups/agencies and coordination of activities for dropout prevention.
- To develop alternative educational programs to meet needs of all students.
- To provide publicity and awareness of the dropout prevention program in school, home, community.
- To develop activities for potential dropouts which will be community based but coordinated with the school system.

KEY ELEMENTS

- Dropout prevention as a critical objective - The superintendent, with the endorsement of the board of education, developed six critical objectives for the focus of the school system. One of these was dropout prevention. All central office staff, principals, and teachers developed their own objectives with dropout prevention being a high priority among all school personnel. This type of approach created a stable framework for the development of a broad-based dropout prevention program.

- Central office coordinator - A full-time coordinator was hired to direct the total dropout prevention effort in the school system. All existing programs related to dropout prevention were added to the responsibilities of the coordinator to aid in a more unified, coordinated approach.

- Dropout prevention plan - A comprehensive plan for dropout prevention was developed over a three-month period. The plan provides direction for all those in the school and community who work with dropout prevention. The timeline included in the plan helps keep the program on target.

- Dropout Prevention Task Force - A 34-member task force, representative of school and community, serves as a vehicle for accomplishing the goals and objectives stated in the plan. The group meets regularly in both large- and small-group sessions to monitor progress and to implement certain of the strategies stated in the plan.

- Dropout Prevention Educators' Committee - A 20-member committee composed of educators was formed to address instructional issues related to dropout prevention. This is a working committee actually involved in implementation of parts of the dropout prevention plan.

- Guidance services - The dropout prevention coordinator is responsible for supervising the county-wide guidance program. Counselors play an integral part in all dropout prevention activities and serve as the main contact person in each school. No counselor is designated as a dropout prevention counselor; in fact, all of them serve in that role along with other responsibilities. Making all counselors into a team was an especially strong part of the dropout prevention program.

- In-school suspension - In-school suspension is an integral part of the dropout prevention program in all middle and high schools. State dropout prevention and local dollars were used to fund this program. The dropout prevention coordinator supervises this program and includes local school coordinators as part of the county-wide guidance team.

- Community involvement - Involving the community in dropout prevention efforts is a major component of the total approach in Granville County. Community volunteers, agency representatives, professional and business persons, county commissioners, and others give their time to help in the coordination of the broad-based plan for dropout prevention.

HAYWOOD COUNTY SCHOOLS
DROPOUT PREVENTION PROGRAM

PROGRAM NARRATIVE

Haywood County is located in the mountains of western North Carolina. The county has a population that numbers approximately 47,000 with five incorporated towns. Waynesville, originally known as Mount Prospect, is the county seat. The county covers an area of 546 square miles. Forty percent of the population is considered urban, thirty-five percent rural non-farm and twenty-five percent rural farm.

Haywood County has sixteen schools which include two high schools, three junior highs, and eleven elementary schools. The total enrollment is approximately 8,000.

The dropout rate in Haywood County ranges between seven and eight percent annually. Previous efforts to reduce the dropout rate have been through: analysis of eighth grade dropouts, personal interviews of dropouts on an annual basis, federally funded Dropout Early Warning and Support System, remediation programs, in-school suspension programs, JTPA programs, and alternative education programs.

Haywood County's dropout prevention plan has consisted of creating an expanding program of prevention over the last four years. Beginning with a background analysis of eighth-grade dropouts in 1982-83, the program has progressed through a comprehensive program for personal interviews of all dropouts on an annual basis, a federally funded Dropout Early Warning and Support System project, an alternative education program, and designation as one of three North Carolina model dropout prevention programs funded by the Z. Smith Reynolds Foundation which is locally referred to as Operation H.I.T. (Hang In There).

A community-wide focus on dropout prevention has been addressed by using community persons as advisory council members, volunteers for transportation, volunteers as mentors, etc. Public awareness has been achieved through media, speaking engagements, speakers bureau, and through financial support from local citizens, industry, and civic clubs.

The purpose of this program is to effectively address the serious dropout problem which currently exists in this LEA and in the state of North Carolina. The program is designed to meet the needs and reduce risk potential of students who may be described as high-risk or dropout-prone in grades K-12, through a system of increased public awareness, early identification, human and support services, student incentives, increased community participation, and improved student performance.

PROGRAM GOALS

- To develop an early warning system designed to identify and monitor dropout-prone children grades K-12, as evidenced by the system being up and operating.
- To design a comprehensive network of direct human and support services for students with high dropout potential.
- To develop a student incentive program for remaining in school.
- To gain a commitment from eighty percent of staff to participate in the dropout program.
- To utilize existing data and lists in making teachers and agencies aware of high-risk students.
- To mobilize a community-based support system including agencies, businesses, industries, and volunteers, etc.
- To develop a comprehensive plan of student involvement in dropout prevention.
- To establish ties between school personnel and parents.
- To increase parental awareness of available resources.
- To develop a more effective communication network with families and the community.
- To design a program of inservice for teachers and other school personnel.
- To develop a comprehensive program of resources and incentives for teachers and staff.

KEY ELEMENTS

- Home visitor - Duties include visiting homes on behalf of high-risk students, writing simple descriptions of home information for school personnel, serving as a liaison between school and home, and establishing relationships between school and home.

- Alternate teachers - Duties include home visitation on behalf of high-risk students, class organization designed for block instruction with emphasis on individualized instruction, student assistance and monitoring of in-school suspension students, tutoring and remediation efforts with high-risk students, coordination of the development and implementation of the student incentive plan, direct contact and assistance to and from the dropout prevention coordinator.

- Data clerk/secretary - Management of data, its processing, storing and retrieval relative to the dropout early identification and monitoring system. Duties also include tabulation of information gathered, project record keeping, filing, bookkeeping, duplication of project materials, and management of the data base.

- Data collection system - Each high risk student in Haywood County has on file at the central office an Identification Referral/Data Collection Form. The information on this form contains: basic information, a check list of high-risk characteristics, recommended responses, and suggested incentives. The information gathered on this form is processed and stored for easy retrieval to aid the home visitor and dropout prevention coordinator. Computer printouts are sent to all schools at regular intervals for update.

- Dropout prevention coordinator - Duties include program planning, implementation and evaluation related to all major and incidental dropout prevention program activities.

- Dropout Prevention as an integral part of school - Special projects, workshops, inservice, special courses on preparation for adulthood, coping skills, decision-making, building self-esteem, and budget preparation are held in all schools.

WAKE COUNTY SCHOOLS
DROPOUT PREVENTION PROGRAM

PROGRAM NARRATIVE

Wake County, located in the fast-growing Research Triangle area, is the State's second largest county, encompassing 864 square miles with a population of almost 361,000. Raleigh, the capital of North Carolina, is the major city in Wake County and is surrounded by eleven other incorporated towns and cities.

The Wake County Public School System, the second largest system in the state, is a consolidated system that serves over 57,000 students from kindergarten through twelfth grade in seventy-eight schools with 7,300 employees including 3,300 classroom teachers.

Sensitive to the needs of early school leavers, the Wake County Public School System has implemented a number of effective dropout prevention strategies. As they should, these programs merge naturally into the regular framework of the school system. The peer counseling program, called Peer Discovery, teaches human relation skills to young people learning how to help each other; expanded guidance services with guidance counselors, student services specialists, or home-school coordinators in every school; a network of innovative magnet schools that offer a choice of instructional approaches; an optional high school program; Redirection, an alternative school for troubled middle school youth; and a comprehensive program for exceptional students. In addition, individual schools' efforts such as the Multi-Step Approach to Reducing Dropouts and Subject Failures at Broughton High School have been very promising and effective.

Even with these excellent programs in place, students continue to drop out before graduation.

Educators have recognized that dropping out in Wake County as elsewhere stems from a multitude of causes that are in fact the symptoms of other family, socio-economic or personal problems in the life of the young person rather than a problem in itself. Available research indicates that significant conditions or causes for withdrawal in recent years include the following: early pregnancy and child care needs, drug abuse, discouragement with school failure, family stress, involvement with the criminal justice system and job or financial needs.

PROGRAM GOALS

- To determine factors that influence students to drop out of school.
- To promote within the school and community an awareness and understanding of the nature of the dropout problem.
- To coordinate efforts with community resources to enhance the dropout prevention program and dropout prevention efforts.
- To initiate a system-wide planning process for dropout prevention programs.

KEY ELEMENTS

- High-risk counselors - A high-risk counselor was placed in all 15 middle schools/junior highs to provide supportive services and age-appropriate intervention programs for improving school achievement and personal adjustment of identified high-risk students.

- In-school suspension - Fifteen in-school suspension centers were established in all middle schools/junior high schools. Administrators were directed to develop the ISS centers to meet the needs of their individual school while providing general student needs, problem identification, intervention strategies, and transitional and follow-up activities.

- Case Manager - The case manager has primary responsibility for seeing that appropriate services are provided for each child in the behavioral/emotional handicapped program.

- Research Committee - The Research Committee has reviewed the state and national studies on the dropout problem for relevant data and participated in the development of data gathering instruments in order to develop and maintain, through school personnel, a computerized data base on student dropouts.

- Media and Public Awareness Committee - This committee's major thrust is to raise the level of awareness of the dropout problem both within the school system and the community through a series of media events and presentations.

- Community Resources Committee - The major goal of this committee is to develop linkages among the school and community agencies through special events and the re-establishment of a functioning Interagency Council of Youth-Serving Agencies.